DOCUMENT RESUME

ED 288 125 CG 020 298

AUTHOR Nolte, William H., Jr.; And Others
TITLE Teen Life Choices. Pregnancy Prevention: Abstinence through Life Skills. A Seventh and Eighth Grade Curriculum.
INSTITUTION Haywood County Consolidated Schools, Waynesville, N.C.
SPONS AGENCY North Carolina State Dept. of Human Resources, Raleigh. Div. of Health Services.
PUB DATE Jul 86
CONTRACT 6630358
NOTE 182p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Assertiveness; Behavior Problems; Coping; *Daily Living Skills; Decision Making Skills; *Grade 7; *Grade 8; Junior High Schools; *Pregnancy; Pregnant Students; *Prevention; Self Esteem; Sexuality
IDENTIFIERS *Abstinence; *North Carolina

ABSTRACT

This pregnancy prevention curriculum guide for seventh and eighth grades is based upon the concept that individuals with social behavioral problems such as teenage pregnancy, drug abuse, criminal records, and other disruptive behaviors have a set of symptoms in common. Those symptoms include poor self-esteem, a lack of assertiveness, the inability to cope positively, poor decision-making skills, and lack of association with positive groups. These five symptoms form the five content areas in the curriculum. Sections for each symptom contain a brief content rationale and lesson plans which focus on the prevention of teenage pregnancy through abstinence. Two surveys on sexual attitudes are included. Each lesson plan's format includes the concept or rationale for teaching the lesson, the behavioral objective, the organization or classroom seating arrangement of the students during the lesson, an outline of the cognitive information to be taught, the activity method or how the lesson is to be taught, time required for teaching the lesson, a listing of equipment and materials required to teach the lesson, the grade level at which it is to be taught, and the North Carolina State Competency Goal which the lesson addresses. A list of suggested audiovisuals and a bibliography are included. (ABL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CG

PREGNANCY PREVENTION

ABSTINENCE THROUGH LIFE SKILLS
A SEVENTH AND EIGHTH GRADE CURRICULUM

ED288125

TEEN LIFE CHOICES

CG 020298

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

William H. Nolte, Jr.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HAYWOOD COUNTY SCHOOLS
HEALTH EDUCATION PROGRAM
WAYNESVILLE, NORTH CAROLINA 1986

BEST COPY AVAILABLE

The pregnancy prevention program contained herein was supported in whole or in part through funds provided by the North Carolina Department of Human Resources, Division of Health Services, Office of Maternal and Child Care contract number 6330358 and with the cooperation of the Haywood County, North Carolina School System. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department of Human Resources and no official endorsement should be inferred.

T.L.C. CURRICULUM

TEEN LIFE CHOICES CURRICULUM

BY

WILLIAM H. NOLTE JR.
PAMELA M. HYATT
DIANE D. HAMPTON

ACKNOWLEDGEMENTS

The expertise and moral support of many individuals have contributed to the writing of this curriculum. Nancy Haynes provided the typing and clerical support. Georgia Reeves assisted in the selection of materials and printed the manual. Fred Trantham and his staff assisted in the organization of instructional materials.

We owe much thanks to those who prepared us to undertake the task of writing this curriculum. We are extremely fortunate to have had a sound Health Education knowledge foundation. We gratefully acknowledge and appreciate the influence of Dr. Linda Berne and Mary Sue Maginnis.

Several colleagues generously gave their time to analyze and comment on the project before and during the preparation of the final draft. We thank Bob Frye, Alvin (Butch) High, Doug Jones and Lynn Ward for their many helpful suggestions.

Several groups were instrumental in providing organized community, material and moral support. We thank the Haywood County Medical Auxillary, Smokey Mountain Mental Health and the Haywood County Schools Health Education Advisory Council for their invaluable assistance.

We must give special credit to two individuals without whom this curriculum could never have been written. Samuel Smith and Ernestine Upchurch led us to understand what constitutes the most effective deterrent to teenage pregnancy. They helped us conceptualize and develop our approach. Their encouragement and support is hereby acknowledged.

Principals and teachers gave us an opportunity to test our materials. Co-workers provided ideas and support during periods of overload and creative block. Our family's and friends gave us support and understanding during our constant preoccupation with this project. We thank these individuals who lifted us up and gave us inspiration on a daily basis.

Finally, we thank Charles McConnell and the Haywood County, North Carolina Board of Education for their open support of pregnancy prevention. Their confidence and trust gave us inspiration and commitment.

This curriculum is part of a pregnancy and prematurity prevention project funded through a grant from the North Carolina Department of Human Resources, Division of Health Services, Maternal and Child Health Branch. We gratefully acknowledge the support of Barbara Pullen-Smith and appreciate the opportunity provided us by the State of North Carolina.

William H. Nolte, Jr.
Pamela M. Hyatt
Diane D. Hampton

TABLE OF CONTENTS

Introduction	1
Attitude Survey	2
Lesson Plan Format	4
Self-Esteem	5
7th grade lesson plans	6
8th grade lesson plans	12
Decision-Making	18
7th grade lesson plans	19
8th grade lesson plans	31
Assertiveness	54
7th grade lesson plans	55
8th grade lesson plans	63
Coping Skills	73
7th grade lesson plans	74
8th grade lesson plans	85
Positive Group Association	95
7th grade lesson plans	96
8th grade lesson plans	109
Suggested Audio Visuals	120
Bibliography	123

INTRODUCTION

Teenage pregnancy has been a growing problem in the United States for a number of years. One million girls under age 19 will become pregnant and one half will give birth. Two hundred and fifty thousand of those births will be out of wedlock. Teenage pregnancy poses a number of problems for both parents and children. Teen parents are likely to live below the poverty level. Only half of the females who give birth before age 18 complete high school. Infants of teenage mothers have high rates of illness and mortality. Many children of teens experience educational and emotional problems. In addition, children of teenage mothers are likely to drop out of school and become teenage parents themselves. According to one study, 82% of the girls who gave birth at age 15 or younger were daughters of teen mothers. Thus, teenage pregnancy has become a seemingly endless problem spiraling out of control.

A 1982 survey conducted found that nearly 1 in 5, 15 year old girls admitted that she had already been sexually active, as did nearly one third of 16 year olds and 43% of 17 year olds. Most traditional and contemporary family life programs have sought to address the teenage pregnancy problem through education in the areas of anatomy, venereal diseases and contraception. These content areas are important to comprehensive health education. However, these content areas do not meet the needs of all students and frequently create community turmoil when they clash with traditional values. According to a study funded by the National Institute of Child Health and Human Development, 50% of all girls between ages 15 to 19 have not been sexually active. The purpose of this curriculum is to address the needs of those students who have chosen and wish to maintain abstinence.

This pregnancy prevention curriculum is based upon the concept that individuals with social behavioral problems (teen pregnancy, drug abuse, criminal records, other disruptive behaviors) have a set of symptoms in common. Those symptoms include poor self-esteem, a lack of assertiveness, the inability to cope positively, poor decision making skills and lack of association with positive groups. These five symptoms form the five content areas in the curriculum. Each area contains a brief content rationale and lesson plans which focus on the prevention of teenage pregnancy through abstinence.

The curriculum was written to be taught to all students at the seventh and eighth grade levels. All lesson plans have been matched to the competency goals contained within the North Carolina Competency Based Curriculum.

This pregnancy prevention curriculum has been written as part of a 1986 pregnancy and prematurity prevention project grant from the Department of Human Resources Division of Health Services, Office of Maternal and Child Health Branch of the State of North Carolina. It was written in and for the Haywood County, North Carolina school system. Duplication and use of any portion or portions of this curriculum is encouraged.

Date_____

PRE-POST STUDENT SURVEY

Male/Female_____

Please check the response that most closely reflects your feelings.

		STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1.	Being sexually active is not appropriate for junior high students.					
2.	Junior high school students are responsible enough to be sexually active.					
3.	There is a difference between love and sex.					
4.	Religious values should be important in forming relationships.					
5.	Sex before marriage is not O.K.					
6.	I have been pressured to be sexually active.					
7.	Teens should not be parents.					
8.	It's O.K. to say "no" to sex.					
9.	My beliefs are compatable with my sexual actions.					
10.	Having sex proves that you are a man or a woman.					
11.	Health class should be conducted with boys and girls separated.					
12.	Friendship is an important factor in relationships.					
13.	It's not right for someone to pressure you into having sex.					
14.	Complete honesty is needed in a relationship.					
15.	It's O.K. to have sex because everyone else is.					
16.	The financial burden and responsibility of having children should make people think twice before having a baby.					

Please check the response that is most accurate.

How many of your classmates are:

	NONE	FEW	MANY	ALL	DON'T KNOW
1. involved in necking - making out?					
2. dating only one person?					
3. dating different people?					
4. in a relationship where they think they are in love?					
5. saying "no" to sex?					
6. having sex before marriage?					
7. using birth control (contraceptives)?					
8. married?					
9. pregnant?					
10. parents?					

LESSON PLAN FORMAT

CONCEPT

Lesson #_____

BEHAVIORAL OBJECTIVES

Grade_____

Competency Goal_____

ORGANIZATION:	CONTENT:	ACTIVITY METHODS:	TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:

Concept: The rationale for teaching the lesson.

Behavioral Objective: What the students will learn from the lesson.

Organization: The arrangement of students during the lesson.

Content: An outline of the cognitive information to be taught.

Activity Method: How the lesson is to be taught.

Time: The approximate time required to teach the activity.

Equip/Mat. Resource: Equipment, materials, and resources needed to teach the lesson.

Lesson: The lesson number.

Grade: The grade level at which the lesson is to be taught.

Competency Goal: The North Carolina State Competency Goal which the lesson addresses.

Competency Goal Key
7 - SEVENTH GRADE
8 - EIGHTH GRADE
MH - MENTAL HEALTH
1, 2, 3, 4 - competency goal number

Adapted from lesson plan format, Linda Berne, University of North Carolina at Charlotte, HED 620. 1984.

SELF-ESTEEM

SELF - ESTEEM

Self-esteem is a feeling - a personal assessment of worthiness. Self-esteem indicates the extent to which each of us believes ourselves to be capable, successful, significant and worthy.

Individuals with high self-esteem appear confident. Their social relationships are generally good. They tend to make better decisions and are influenced less by peers whereas individuals with low self-esteem may feel isolated or unloved. They frequently perceive themselves to be powerless and incapable of making good decisions. Often passivity and withdrawal are results of low self-esteem.

"Over time a person with high self-esteem will: be proud of his/her accomplishments, assume responsibility, approach new challenges with enthusiasm, show a broad range of emotions and feelings. A person with low self-esteem will: avoid situations that provoke anxiety, demean his or her own talents, blame others for own failings, be easily influenced by others, be defensive and easily frustrated."[1]

"A person's self-esteem is a key factor in determining the total health of an individual. One's mental, emotional, physical, social and moral health are affected by the picture of individual worth that each person places on him/herself."[2]

The problem of teenage pregnancy is very much a mental, emotional, physical, social and moral issue. Teaching good self-esteem skills in these areas can be a very important factor in the prevention of teenage pregnancy.

[1]Clemes, Harris and Reynold Bean. Self-Esteem: The Key to Your Child's Well-Being. New York: GP Putnam's Sons, 1981.

[2]Herbert Otto and John Mann, "Human Potential" in Herbert Otto (ed.) Human Potentialities, Warren H. Green, Inc. St. Louis, 1968.

CONCEPT Understanding responsibility for one's own feelings enables one to achieve optimal self-esteem.

Lesson # 1

BEHAVIORAL OBJECTIVES The students will be able to list 5 qualities in themselves that they feel good about.

Grade 7th

Competency Goal 8 MH1

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement.	I. Responsibility for self-esteem. A. Peer concepts B. Self-concept	1. Inform the class that they are responsible for and will be learning about their feelings. -1 min.	paper and/or 3 X 5 cards pencils/pens	List 5 qualities which you feel good about.
Groups of 5-6 students.		2. Ask them to list some positive and negative feelings. -3 min.		
Regular classroom seating arrangement.		3. Place students in groups of 5 to 6. Having each student write one positive statement about each person in their group. Have them write this on individual pieces of paper with the student's name. -8 min.		
		4. Have each student give the statements to individual group members. -2 min.		
		5. Ask each student to share one statement with the class. -10 min.		
		6. Ask students to share statements received more than once. -3 min.		
		7. Ask and discuss the following questions. How they felt after getting statements? Who made them feel good? Who made you strong, smart, hardworking, etc. -5 min.		

CONCEPT (CONTINUED)

Lesson #_____

BEHAVIORAL OBJECTIVES

Grade_____

Competency Goal_____

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
		8. Tell students that they developed these characteristics. -1 min. 9. Ask them to list 5 things about themselves which make them feel feel good. -5 min. 10. Ask them to tell how they can make others feel good with this new information. -2 min.		

CONCEPT One must love oneself in order to achieve positive self-esteem. Lesson # 2

BEHAVIORAL OBJECTIVES The students will be able to give two characteristics of positive self-esteem. Grade 7th

Competency Goal 8 MH1

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement. Groups of 5 to 6. Regular classroom seating arrangement.	I. Self-esteem	1. Give handout of the song "Greatest Love Of All." Ask students to read the words carefully. See attachment. -6 min. 2. Group students in groups of 5 or 6. Ask students to discuss what they think the song means. -10 min. 3. Have each student in the group write down the meaning of the song. Tell the students the song is about self love/self-esteem. -7 min. 4. Have students go back to regular seating arrangement and ask them to share their individual explanations. -10 min. 5. Ask students to list the characteristics of self-love/ self-esteem. Write these on the chalkboard. -6 min. 6. Ask and discuss ways that these characteristics can be developed. Tell students that there are no right or wrong answers. Self-esteem is important. -5 min.	handout, paper, pencils/pens	Give two characteristics of self-esteem.

GREATEST LOVE OF ALL

Whitney Houston

I believe the children are our future, teach them well and let them lead the way. Show them all the beauty they possess inside. Give them a sense of pride, to make it easier let the children's laughter remind us how we used to be.

Everybody's seraching for a hero; people need someone to look up to. I never found anyone who fulfilled my needs. A lonely place to be, and so I decided long ago never to walk in anyone's shadow. If I fail, if I succeed, at least I lived as I believe. No matter what they take from me, they can't take away my dignity. Because the greatest love of all is happening to me. I found the greatest love of all inside of me. The greatest love of all is easy to achieve. Learning to love yourself is the greatest love of all. I believe the children are our future, teach them well let them lead the way. Show them all the beauty they possess inside. Give them a sense of pride, to make it easier, let the children's laughter remind us how we used to be.

I decided long ago never to walk in anyone's shadow. If I fail, if I succeed, at least I lived as I believe. No matter what they take from me, they can't take away my dignity. Because the greatest love of all is happening to me. I found the greatest love of all inside of me. The greatest love of all is easy to achieve. Learning to love yourself is the greatest love of all. And if by chance that special place that you've been dreaming of leads you to a lonely place, find your strength in love.

Written by: Linda Creed

CONCEPT Knowing one's feelings is very important in order to achieve high self-esteem. Lesson # 3

BEHAVIORAL OBJECTIVES The students will be able to list 10 "I have the right to feel..." statements. Grade 7th

Competency Goal 7 FL2, 8 MH1

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement. 3 groups of 8-10.	I. Feelings	1. Tell students they have a right to know and express their feelings. See lecture notes. -5 min. 2. Divide the students into 3 groups of 8-10. -2 min. 3. Give each group 1 sheet of poster paper and appoint a recorder for each. -3 min. 4. Ask students to come up with as many "I have the right to feel" statements as they can. The recorder should list these on poster paper. -20 min. 5. Ask each group for their responses and have one recorder list all responses on 1 poster. Include those on lecture notes. -10 min. 6. Discuss these "rights to feel" with the entire class. -15 min. 7. Tell students that it's O.K. to have many different feelings (whether positive or negative), but with every right comes responsibility for that feeling. -1 min.	pencils/pens poster paper lecture notes	List 10 "I have the right to feel..." statements.

LECTURE NOTES

Being in touch with and understanding our different feelings is very important to our mental health. We each have a "right" to feel many different ways, whether they be positive or negative feelings.

Adolescence is a high stress time for many young people. There is confusion and anxiety about the physical and emotional changes that are taking place. Confusion, concerns and anxieties affect one's self-worth. It's very important to encourage self-awareness and self-acceptance.

Behavior matches self-image. A young person with a positive healthy self-image will make positive healthy choices.

Additional Right to Feel Statements

1. Right to feel love and affection.
2. Right to express opinions.
3. Right to give compliments and express appreciation.
4. Right to feel treated fairly.
5. Right to say "I don't know."
6. Right to feel free to initiate conversations.
7. Right to feel free not to have to justify or defend one's values or standards.
8. Right to feel annoyance, anger or frustration.
9. Right to feel as though you have made a mistake.
10. Right to take and feel responsible for own actions.

* Teacher may also wish to have students complete sentences with the following verbs. "I have the right to..."

say
think
give
have
be
etc.

CONCEPT Recognizing that you are a unique and special person is important in maintaining abstinence.

Lesson # 1

BEHAVIORAL OBJECTIVES The students will be able to list 3 strengths, qualities, and accomplishments that they have which are unique.

Grade 8th

Competency Goal 8 MH1

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement.	I. Self-esteem A. Strengths B. Qualities C. Accomplishments	1. Tell students that they are unique and special. They should be proud of their accomplishments and respect themselves. -2 min. 2. Give students handout on "Strengths" and ask them to fill it out. Monitor students and give suggestions as needed. -20 min. 3. Ask students to share and discuss their answers. -15 min. 4. Ask students to write an additional list of strengths, qualities, and accomplishments that they have or would like to develop. -10 min.	pencils/pens, paper, handout	List 3 strengths, qualities, and accomplishments.

12

"STRENGTHS"

I. Qualities that you feel good about:
   A.

   B.

   C.

   D.

   E.

II. Accomplishments that you have made:
   A.

   B.

   C.

   D.

   E.

III. Things that you feel good about:
   A.

   B.

   C.

   D.

   E.

CONCEPT Self-esteem is an important factor in the prevention of teenage pregnancy. Lesson # 2

BEHAVIORAL OBJECTIVES The students will be able to list 5 qualities they like about themselves, 2 qualities they need to change and 1 way they will make these changes. Grade 8th

Competency Goal 8 MH1, 8 MH2

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement.	I. Self-esteem II. Personal qualities III. Self-improvement	1. Introduce self-worth by stating why feeling good about yourself is worthwhile to good mental health. -5 min. 2. Give examples of good and bad qualities you possess and ways to change the bad qualities. -10 min. 3. Give handout to students, a checklist designed to help one think about him or herself. -2 min. 4. Have students write down 5 good qualities about themselves and 2 qualities they dislike. Ask students to list two ways to change the qualities they dislike. -25 min. 5. Discuss handout answers and classroom activity. -10 min.	pencils/pens, paper, handouts	1. List 5 qualities you like about yourself. 2. List 2 qualities you dislike about yourself. 3. List 1 way to change each quality.

HOW DO YOU SEE YOURSELF

This checklist is designed to help you think about yourself. No answers are right or wrong. Just tell how you really feel. The information is for your own use. Read each statement carefully and decide whether it describes how you feel about yourself. You will agree with some statements and you will disagree with others. You may be undecided about some. Mark the answer which most nearly tells how you feel about the statement. Be sure to mark one answer for each statement.

		STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1.	I am an interesting person to other people.					
2.	It takes me a long time to get used to anything new.					
3.	I don't like the way I look.					
4.	I have trouble controlling my feelings.					
5.	I have ambition to achieve to the very best of my ability.					
6.	If a friend were in trouble, I would probably drop him or her rather than get involved.					
7.	I do not get really mad very often.					
8.	I seem to be tired a lot.					
9.	I handle most of my problems well.					
10.	I am happy most of the time.					
11.	I find it hard to get along with people.					
12.	I don't finish most things that I start.					
13.	I always try to be fair.					
14.	I try to do what I think is right.					
15.	I am seldom at ease and relaxed.					
16.	I wish my body were shaped differently.					
17.	I don't know what to do in many situations.					

	SA	A	UD	D	SD
18. I like to meet new people.					
19. I have lots of confidence in myself.					
20. I am a strong person.					
21. I solve problems quite easily.					
22. Criticism doesn't upset me if I feel I have tried to do my best.					
23. I always look out for myself first.					
24. I don't get jealous easily.					
25. I am poor at making things with my hands.					
26. I often act on the basis of feelings and emotions rather than reason.					
27. I am a healthy person.					
28. I give in very easily.					
29. I'm pretty smart.					
30. Others will often follow my ideas.					
31. I can make up my mind and stick to it.					
32. I am a nervous person.					

Star five statements that you feel good about. Think about these statements for a few minutes. Experience the feelings you have when you agreed with the positive statement. Now put a star by the five statements that make you feel worst about yourself. From these five starred statements, pick two you would like to change. Think about why you haven't changed this aspect of yourself. What do you need to do to make these changes?

Examine the whole checklist to see if it reveals any of your values.

Adapted from: Instructional Patterns for Maximizing Human Potential, California State Department of Education, Sacramento, 1978.

CONCEPT Having positive relationships are important in developing good self-esteem. Lesson # 3

BEHAVIORAL OBJECTIVES The students will be able to list 5 positive aspects of relationships that they feel good about. Grade 8th

Competency Goal 7 FL2

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement. Groups of 4-5.	I. Relationships A. Positive B. Negative II. Self-esteem	1. Discuss the positive and negative aspects of the following relationships: A. Boyfriend/Girlfriend B. Self/Friend C. Self/Parent -15 min. 2. Place students in groups of 4-5 and ask each group to list positive aspects of relationships on poster paper. -10 min. 3. Have each group post their list. -5 min. 4. Ask and discuss the following questions: How does having a positive relationship make you feel? Why does it make you feel that way? Is sex a major aspect in these relationships? Can relationships be healthy without sex? -30 min. 5. Tell students that relationships can be healthy without sex. -1 min.	magic marker poster paper tape	List 5 positive aspects of relationships.

DECISION MAKING

DECISION MAKING

"A decision is the timely choice or selection of a future course of action."[1] Decision making is a process in which an individual identifies a problem, looks at alternatives, examines the consequences of each, implements and then evaluates his/her choice.[2]

Decisions reflect and frequently are a result of our values, feelings, needs, knowledge and experience. The examination of one's feelings, values and beliefs is critical in making responsible decisions. In addition, good decisions are based upon adequate amounts of factual information.

Adolescents must practice making decisions in order to become self-directed, responsible, critical thinkers. Teenagers are faced with choices that affect their lives. Sexuality is only one of many areas in which choices have to be made. Through honest examination and responsible decision making, teenagers can recognize that abstinence is the best choice in the prevention of pregnancy.

Responsible decision making is only one of the important skills necessary to deal with life's situations in a healthy manner. The ability to make responsible decisions can mean the difference between a healthy, productive life or one which has limited opportunities.

[1]Baker, Bruce. Decisions: Getting What You Want. New York, Grossett and Dunlap Company: 1978.

[2]Division of Health Safety and Physical Education/NC Dept. of Public Instruction. Life Skills for Health, Focus on Mental Health: 1974.

CONCEPT Responsible decision making is an important factor in the prevention of teenage pregnancy.

Lesson # 1

BEHAVIORAL OBJECTIVES The students will be able to list the 5 steps of the decision making process.

Grade 7th

Competency Goal 7 MH2, 7 FL2

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement. Groups of 4 or 5.	I. Decision making process A. Define the problem B. Consider all alternatives C. Consider the consequences of each alternative D. Choose and implement the decision E. Evaluate the decision	1. Write the 5 steps of decision making on the chalkboard. -3 min. 2. Explain the decision making process. See lecture notes. -5 min. 3. Give students the following situation or an alternative one. -5 min. John & Mary have been dating for 6 months. John's parents will not be home for the weekend. John has asked Mary to stay at his house over the weekend and to tell her parents that she's spending it with a girlfriend. What should Mary do? 4. Put students in groups of 4 or 5. Ask each of them to discuss the situation and have students use the decision making process. Have one student in each group explain their decision. -20 min. 5. Ask each group to report their work. -15 min.	pencils/pens chalkboard chalk paper	List the of 5 steps of the decision making process.

DECISION MAKING PROCESS

1. Identify the problem

   Assemble the facts from all sources
   Pick out the problem

2. Options

   Examine all possibilities
   Write down all possible alternatives to the situation

3. Consequences

   Examine and weigh the personal and social results
   Consider the issues and risks with honesty, deliberation and open mindedness

4. Decision - Behavior

   Arrive at a firm decision
   Act on your decision

5. Evaluation

   Evaluate the results on your action after it takes place

CONCEPT The ability to distinguish between genuine love and infatuation is an important factor in the prevention of teenage pregnancy. Lesson # 2

BEHAVIORAL OBJECTIVES The students will be able to list 3 characteristics of love and 3 of infatuation. Grade 7th

Competency Goal 8 MH3, 8 MH4

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement.	I. Love II. Infatuation	1. Discuss with students the types and degrees of love and infatuation. -5 min. 2. Ask students what they believe are characteristics of love and infatuation. Write these statements on the board. -10 min. 3. Give handout to students on love and infatuation. Ask students to read the handout, then have them copy the list on the board and add it to the handout. Ask students to keep the handout for their future reference. -10 min. 4. Give handout on love to students and have them fill it out. -10 min. 5. Ask students to share some of their answers on a voluntary basis. -10 min.	chalkboard chalk pencils/pens handouts	List 3 characteristics of love and 3 of infatuation.

21

LECTURE NOTES

The word love has many definitions. Love can not be strictly defined. It has many degrees and types. First of all, one must love oneself before being able to truly love another.

We all say we love many things, such as our parents, our friends and material possessions.

Are there different types of love? What are they? Are there different degrees of love? What are they? (ex. puppy love, etc.)

We are going to discuss the difference between love and infatuation. The type of love we all strive for is genuine, committed love. This is unconditional love.

Several qualities are evident when you really love someone. With love, there is good communication, compassion for each other, giving and sharing, a sense of trust, honesty, and fidelity. Only you can describe the feelings of infatuation. Infatuation is characterized by perspiration, blushing, heart throbs, giddiness, and faster pulse rates.

How many of you have experienced love? How many of you have experienced infatuation?

LOVE

- Love brings with it a feeling of security. You are warm with a sense of nearness, even when he/she is far away. Miles do not really separate you. You want him/her near, but near of far away, you know he's/she's yours and you can wait.

- You study or work harder because you want to excel for the loved one. You're sweet to everybody because you're happier and serene.
TAKEN FROM SEXUALITY COMMITMENT AND FAMILY., TEEN-AID.

- The two people can accept the fact that neither is perfect, they don't try to change each other for the differences between them.

- The relationship remains as strong in painful, difficult times as in happy times. The partners share fear and tears as easily as they do happiness and laughter.

- The two people are close friends. Their physical attraction is only one aspect of all the feelings they share.

- Each partner gets as much joy from giving to the other as from receiving.
TAKEN FROM SELF DISCOVERY, DEVELOPING SKILLS, GUSSIN AND BUXBAUM.

INFATUATION

- Infatuation almost always leaps quickly in bloom.

- You can't concentrate. You can't study. You can't keep your mind on your work. You're probably short-tempered, and rather unpleasant with the family.

- Infatuation brings the feelings that you must get married right away. You can't wait. You mustn't take the chance of losing him/her.

- Infatuation frequently brings with it the inability to trust him/her. When he's/she's away you wonder whether he/she is with another. You're jealous when he/she laughs or dances with another. You wonder how much you can believe of what he/she has told you.

- Infatuation hardly even thinks of the far future. What will he/she be like in thirty years? What kind of father/mother will he/she make? What kind of home life will we have?
TAKEN FROM SEXUALITY COMMITMENT AND FAMILY LIFE.,
TEEN-AID.

LOVE

Answer the following questions.

1. Is love the same for men and women?

2. Do women have a greater capacity for love than men? Explain your answer.

3. Do you believe in love at first sight? Why or why not?

4. In what ways is love important to us all?

5. Is hate the opposite of love? If not, what is?

6. Explain how you develop a loving relationship.

7. Can you love more than one individual at a time?

8. Is jealousy a sign of love?

9. Is loving and being in love the same thing?

10. How do you know when you love someone?
    How do you know when you are loved?

I learned _____

_____

Taken from:
The Birds, the Bees and the Real Story,
Kay Rodenberg Todd, Nancy Abbey-Harris
Network Publications, Santa Cruz, 1980

CONCEPT Knowing the reasons not to have premarital sex is an important component in the prevention of teenage pregnancy. Lesson # 3

BEHAVIORAL OBJECTIVES The students will be able to list 5 reasons not to have premarital sex. Grade 7th

Competency Goal 7 MH2, 7 MH3 7 FL2, 8 FL2

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement.	I. Reasons not to have sex	1. Ask students to list on paper their own reasons not to have sex. -10 min. 2. Ask students to share their reasons and write these on the chalkboard. -15 min. 3. Have students copy additional reasons from the board. See handout. -5 min. 4. Discuss each reason with the students. -10 min. 5. Ask the following: Who am I doing this for? Am I trying to prove that I am mature? Do I respect myself? Am I being honest with myself? -10 min.	chalk chalkboard handout pencils/pens paper	List 5 reasons not to have premarital sex.

25

LECTURE

Reasons Not To Have Sex

1. You don't feel ready.
2. You want your first time to be extra special.
3. You don't really know the person.
4. Premarital sex goes against your moral and religious beliefs.
5. He/She is pressuring you.
6. Pregnancy would really turn you off!
7. You don't know enough about birth control or your own body.
8. You're thinking about having sex for nonsexual reasons.
9. You're concerned about S.T.D.'s.
10. Your relationship is in jeopardy and you'd do anything to save it.
11. Just to satisfy your curiosity.
12. Having sex doesn't prove that one is grown up or independent to parents or to society.
13. Just because you've been sexually active once, doesn't mean you must continue to be active.
14. Your career plans and future is important to you!!!

CONCEPT Abstinence assures teenagers the freedom to choose many courses in life. Lesson # 4

BEHAVIORAL OBJECTIVES The students will be able to list 5 freedoms that are assured through the practice of abstinence. Grade 7th

Competency Goal 7 FL2, 8 MH1, 8 MH4

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement. Groups of 4-5.	I. Reasons for sexual involvement II. Reasons for post-poning sexual involvement III. Freedoms/Oppor-tunities	1. Divide students into small groups of 4-5. Choose 1 person to record for each group. -3 min. 2. Ask students to make one list of reasons they think young people become sexually involved. -10 min. 3. Ask students to make another list of reasons they think young people should wait before becoming sexually involved. -10 min. 4. Ask recorders to take turns reading responses from their lists. Write these on the board. -10 min. 5. Discuss list with the following: Compare the reasons we listed for teens becoming sexually involved with the reasons for waiting, in terms of the possible effect on their lives. What are some unexpected results of having sex? Explain that teens who abstain from sex can be assured of future opportunities. See lecture notes. -27 min.	pencil/pens chalkboard chalk paper	List 5 freedoms that are assured through the practice of abstinence.

27

FREEDOMS WITH ABSTINENCE

1. Free from pregnancy and S.T.D.'s.
2. Free from the bother and dangers of the pill, IUD, etc.
3. Free from the pressure to marry before one is ready.
4. Free from abortion.
5. Free from trauma of having to give a baby up for adoption.
6. Free form exploitation by others.
7. Free from guilt, doubt, disappointment, worry, rejection.
8. Free to be in control of your life.
9. Free to experience fuller communication in dating.
10. Free to focus energy on establishing and realizing life goals.
11. Free to develop a respect for self.
12. Free to develop an unselfish sensitivity.
13. Free to have greater trust in marriage.
14. Free to enjoy being a teenager!!!!!!!!!!

CONCEPT Practicing abstinence eliminates the consequences of teenage sexual activity. Lesson # 5

BEHAVIORAL OBJECTIVES The students will be able to list 3 possible results of adolescent sexual involvement and 2 long or short term hardships that are associated with each.

Grade 7th

Competency Goal 7 MH2, 8 MH3, 8 MH4

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement. Groups of 4-5.	I. Consequences of teen sexual activity	1. Introduce the lesson using lecture notes. -5 min. 2. Ask students to list on paper the negative consequences of adolescent sexual activity. -5 min. 3. Have the class share and discuss the consequences. -10 min. 4. Place students into groups of 4 or 5. Give each group 1 sheet of chart paper. Ask a recorder to make 5 columns with the following headings: Physical, Mental, Emotional, Societal, and Financial. -5 min. 5. Ask the students in each group to list consequences under the appropriate headings. The listing of these outcomes should give rise to further discussion, centering around the short and long term hardships that come with each consequence. -15 min. *Tell students the only way to avoid all consequences is through ABSTINENCE!!!!!!! -1 min.	pencils/pens paper markers chart paper lecture notes	List 3 possible results of adolescent sexual involvement and 2 long or short term hardships associated with each.

LECTURE NOTES

Students should very carefully examine the possible mental, emotional, physical, societal, and financial consequences of premarital sex.

Abstinence is more than just the restraint of an impulse. It is a lifestyle that affords greater opportunities for emotional, psychological, and educational growth.

Having sex has little to do with being grown-up. Being grown-up means being able to develop and keep a long-lasting relationship. It means being able to take responsibility within the relationship for the consequences of how one acts.

We are going to look at risks associated with sexual involvement. We will also examine the hardships that may result.

CONCEPT Values are personal traits which can be used to prevent teenage pregnancy. Lesson # 1

BEHAVIORAL OBJECTIVES Students will be able to list the 7 Value Indicators and 3 of their personal values. Grade 8th

Competency Goal 7 MH2, 7 MH3, 8 MH 8 FL2

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement.	I. Value Indicators 1. Chosen freely 2. Chosen freely from alternatives 3. Chosen after consideration of consequences 4. Prized 5. Made a public affirmation 6. Acted on 7. Normally repeated	1. Write on board the 7 Value Indicators. Explain by using lecture notes. -15 min. 2. Give students Value Grid handout. Lead them through with the following questions: 1) Have you chosen your position freely? 2) Have you chosen your position from alternatives? 3) Have you chosen your position after thoughtful consideration of the pros and cons? 4) Do you cherish your position? 5) Have you publicly affirmed your position? 6) Have you acted on your beliefs? 7) Have you acted with consistency on this issue? -25 min. 3. Ask students to privately write a few key words that summarize their stand on each issue. -10 min.	blackboard pencils/pen chalk chart paper handout tape lecture note	List 3 personal values and the 7 Value Indicators.

CONCEPT (CONTINUED)

Lesson #_____

BEHAVIORAL OBJECTIVES

Grade_____

Competency Goal_____

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
		4. After completion of grids volunteers can discuss one of their issues, their stand and how it did or didn't meet the Valuing Process. -10 min. 5. Post the 7 Value Indicators in he classroom. -2 min. 6. Leave the 7 Value Indicators posted for future reference.		

32

According to the authors of this valuing theory, unless one satisfies all seven of the criteria listed below, it isn't called a value. In other words, for a value to result, all of the following seven requirements must apply. Collectively, they describe the process of valuing.

(Choosing)

1. Choosing freely. If something is in fact to guide one's life whether or not authority is watching, it must be a result of free choice. If there is coercion (force) the result is not likely to stay with one for long especially when out of the range of the source of that coercion. Values must be freely selected if they are to be really valued by the individual.

2. Choosing from among alternatives. This definition of values is concerned with things that are chosen by the individual and obviously, there can be no choice if there are not alternatives from which to choose. It makes no sense for example, to say that one values eating. One really has no choice in the matter. What one may value is certain types of food or certain forms of eating, but not eating itself. We must all obtain nourishment to exist; there is not room for decision. Only when a choice is possible, when there is more than one alternative from which to choose, do we say a value can result.

3. Choosing after thoughtful consideration of the consequences of each alternative. Impulsive or thoughtless choices don't lead to values as we define them. For something intelligently and meaningfully to guide one's life, it must emerge from a weighting and an understanding. Only when the consequences of each of the alternatives are clearly understood can one make intelligent choices. There is an important cognitive factor here. A value can emerge only with thoughtful consideration of the range of the alternatives and consequences in a choice.

(Prizing)

4. Prizing and cherishing. When we value something, it has a positive tone. We prize it, cherish it, esteem it, respect it, hold it dear. We are happy with our values. A choice even when we have it freely and thoughtfully, may be a choice we are not happy to make. We may choose to fight in a war, but be sorry circumstances make that choice reasonable. In our definition, values flow from choices that we are glad to make. We prize and cherish the guides to life that we call values.

5. Affirming. We have chosen something freely, after consideration of the alternatives, and when we are proud of our choice, glad to be associated with it, we are likely to affirm our values. We may even be willing to champion them. If we are ashamed of a choice, if we would not make our position known when appropriately asked, we would not be dealing with values but something else.

(Acting)

6. Acting upon choices. When we have a value, it shows up in aspects of our living. We may do some reading about things we value. We are likely to form friendships or to be in organizations in ways that nourish our values. We may spend money on a choice we value. We budget time or energy or our values. In short, for a value to be present, life itself must be affected. Nothing can be a value that does not, in fact, give directions to actual living. The person who talks about something but never does anything about it is dealing with something other than a value.

7. Repeating. We would not think of something that appeared once in a life and never again as a value. Values repeat and make a pattern of life.

VALUE GRID

*If you have a positive response to the issue, put a check in the appropriate box. If you cannot answer the question affirmatively leave the box blank.

Issues	1	2	3	4	5	6	7
Abstinence							
Pregnancy							
Loyalty							
Your Religion							
Honesty							
Virginity							
Grades							
Money							
Capital Punishment							
Family							
Abortion							

CONCEPT Personal values can assist in making decisions regarding abstinence in dating situations. Lesson # 2

BEHAVIORAL OBJECTIVES The students will be able to state 3 personal values that will guide their decisions in abstaining from premarital sex. Grade 8th

Competency Goal 7 MH1, 7 MH2, 7 MH3 8 MH1

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement. Selected groups of 2.	I. Value Indicators 1. Chosen freely 2. Chosen freely from alternatives 3. Chosen after consideration of consequences 4. Prized 5. Made a public affirmation 6. Acted on 7. Normally repeated II. Personal values	1. Review Value Indicators. List on board - See lesson plan Decision Making #1 (8th Grade) -5 min. 2. Hand out role play situations. -2 min. 3. Place students in pairs. Let students role play the situations. -23 min. 4. Ask students to list all personal values and solutions related to the role play situations. -10 min. 5. Discuss the activity. -10 min.	chalkboard chalk handouts pencils/pens paper lesson plan #1	State 3 personal values that may guide you in making decisions regarding abstinence.

36

LECTURE NOTES

From our previous lesson we all learned that a value is a personal guide that gives direction to life, helps us relate to the world and take purposeful action.

7 Value Indicators

1. Chosen freely.
2. Chosen freely from alternatives.
3. Chosen after consideration of consequences.
4. Prized.
5. Made a public affirmation.
6. Acted on.
7. Normally repeated.

"ROLE PLAY"

Situations:

1. Cathy and Michael are both fifteen years old and have been dating for about six months. Cathy has never had intercourse, but she and Michael have talked about it frequently. Cathy isn't sure she's ready; Michael feels strongly that it will make their relationship better. Finally, Michael tells her if she's not ready, their relationship can't go anywhere and he's going to stop seeing her and find someone who is ready. Cathy promises to let him know that evening.

   Role play the situation.

2. Matt has finally been accepted by a group of boys that he has long admired. They are the "in" group and many are going steady. Some of the guys are urging Matt to have intercourse with his girlfriend as they do with theirs. Matt is afraid he won't be as popular with them if he doesn't. Everyone knows that he and his girlfriend are going to be alone all Saturday afternoon before the basketball game. At the game his friends are sure to ask what went on.

   Role play the situation with Matt and one of his friends.

CONCEPT Knowing the proper steps in the decision making process will help prevent teen pregnancy.

Lesson # 3

BEHAVIORAL OBJECTIVES After completion of the lesson, the students will be able to use the decision making process in a realistic situation.

Grade 8th

Competency Goal 7 MH2, 7 MH3, 8 MH

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement. Groups of 5-7.	I. Decision Making Process A. Identify problem B. Look at options C. Look at consequences D. Decision-behavior E. Evaluate	1. Put the steps of the Decision Making Process on board and work through the following situation using the different steps. -2 min. "A family is going on a trip. They load their car the night before they plan to leave. When they get up the next morning they discover the car has a flat tire." -10 min. 2. Put students in groups of 5-7 and give each group a copy of the "Love Story." -3 min. 3. Tell students to use the decision making process to make a decision about the story. Have them put their steps on chart paper. -15 min. 4. Ask each group to post and discuss their work. -5 min. 5. Discuss the students' results. -20 min. 6. Tell the class the process may be used in any situation. -1 min. 7. Leave group work posted for reinforcement.	handouts chalkboard chart paper chalk magic markers	Make a decision using the Decision Making Process and the "Love Story."

DECISION MAKING PROCESS

1. Identify the problem

   Assemble the facts from all sources
   Pick out the problem

2. Options

   Examine all possibilities
   Write down all possible alternatives to the situation

3. Consequences

   Examine and weigh the personal and social results
   Consider the issues and risks with honesty, deliberation and open mindedness

4. Decision - Behavior

   Arrive at a firm decision
   Act on your decision

5. Evaluation

   Evaluate the results on your action after it takes place

"LOVE STORY"

Sue and Bob are students at Haywood Junior High School. They have been going together for about four months. Sue is in the seventh grade and Bob is in the eighth.

Sue and Bob have a very special relationship. They spend a lot of time together and really trust each other. They confide many secret fears and hopes with each other, talk about their parents, what's happening at school and really get a lot of support from each other. In many ways, they have sort of become like best friends. Their friendship is very important to both of them.

They have decided that for right now they don't want to have sex. They haven't really talked about it very much, but Bob knows how Sue feels and he respects her feelings. Sue was brought up in a religious home where her parents constantly reminded her of the importance of being a "good girl" and of saving sex for marriage. They have told her many times that they would not know what to do if she got pregnant. But more importantly, Sue feels that she just isn't emotionally ready for the intimacy of sex. Even though she cares about Bob a lot, she feels that she just isn't ready to accept what having sex would mean in their relationship.

So, they haven't actually had sex, though they have played around a little. Lately, Bob has been talking with some of his friends about sex, and he is hearing that many of his friends have already had sex with their girlfriends. Bob is feeling a little jealous - he is wondering what is wrong with him. He wonders if he is behind for his age and if he is less of a man. Bob is actually feeling afraid that he will turn 18 and still be a virgin.

So Bob has been putting some pressure on Sue to have sex. Recently, he has been pushing harder, and they have talked about it a little. Sue is pretty clear about her feelings, so they haven't had sex. Things have been going okay in their relationship, but there seems to be an increasing amount of tension. They have begun to fight about little things and they don't seem to talk about the really important things anymore.

Because she is feeling lonely and confused, Sue decides that she needs to talk with someone. She doesn't want to break up with Bob but she also isn't sure that it is right for her to have sex with him. First she decides to talk with Jill. She and Jill have been good friends since elementary school, though they haven't spent much time together lately because Sue has been with Bob so much. She and Jill have talked about lots of important things in the past, but they have not ever really talked about anything as personal as sex. When she tells Jill what is on her mind, Jill says, "Bob really is being unfair; I thought he loved you. He is acting like all the rest of the guys." And then Jill starts talking about something else. Well, Jill hasn't listened very well to Sue's feelings of confusion and loneliness, and Sue is left still feeling bad with nothing resolved.

After thinking for a while about who to talk with, Sue decides that maybe she can trust Ms. West. Ms. West is her Science teacher this year. She is a young teacher and seems like she might be understanding. Sue goes to see her after school. Ms. West is busy, but invites Sue in and they start talking. Gradually, Sue gets up the nerve to mention sex, but when she does, Ms. West blushes, begins shuffling her papers, and tells Sue that that she really is very busy. Sue has gotten nowhere with Ms. West and still doesn't know what to do about Bob.

By this time, about a month has passed since Bob has started seeing other girls. Sue is feeling pretty depressed and lonely, and she really misses Bob. She wished that there was some way she could talk to her mother, but she knows that her mother would get upset and wouldn't understand her problem. So Sue feels pretty lost and doesn't know what to do.

Sue and Bob are still spending time together. They go to the movies one Saturday afternoon. After the movie, they go back to Sue's house to talk. When they get home, they find that Sue's parents have gone for a ride and won't be back till much later. So Bob and Sue are left alone in the house.

There are many problems associated with this story:

1. Pick out the biggest problem.
2. List as many things (options) as you can to solve your problem.
3. Talk about the good and bad effects (consequences) of each option.
4. Pick out the best option.
5. Talk about ways to determine if you made a good decision.

CONCEPT Abstaining from adolescent sexual activity can result in many freedoms. Lesson # 4

BEHAVIORAL OBJECTIVES The students will be able to list at least 5 freedoms resulting from the practice of abstinence. Grade 8th

Competency Goal 7 FL2, 8 MH1, 8 MH4

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement.	I. Freedoms of abstinence	1. Introduce the concept of freedoms. See lecture notes. -5 min. 2. Ask students to list on paper as many freedoms as they can think of that result from practicing abstinence. -10 min. 3. Ask students to share their answers. Write these along with others on a transparency. See lecture notes. -15 min. 4. Using the overhead projector discuss all of the freedoms listed. -20 min. 5. Discuss the following: Are all of these valid reasons to postpone sexual activity? Are there physical, emotional and spiritual advantages? How do expectations and goal setting apply to the decision to choose abstinence as a premarital life style? Ask how teens who abstain from sexual activity can keep more opportunities open for the future. -15 min. *This would be a good lesson in which to incorporate a speaker or a film in which honesty reveals the missed opportunities due to teenage pregnancy.	pencils/pens paper transparency overhead projector lecture notes	List at least 5 freedoms resulting from abstinence.

LECTURE NOTES

Students should examine the physical and emotional benefits of a lifestyle free from sexual activity.

Sex is not simply a form of stimulation and personal enjoyment, it carries with it both risk and responsibility. Abstinence is more than just the restraint of an impulse. It is a lifestyle that affords greater opportunities for emotional, psychological and educational growth.

Choosing abstinence before marriage affirms, rather than denies the full meaning and value of sex.

FREEDOMS OF ABSTINENCE

1. Free from pregnancy and S.T.D.'s
2. Free from the bother and dangers of the pill, IUD, etc.
3. Free from the pressure to marry before one is ready.
4. Free from abortion.
5. Free from trauma of having to give a baby up for adoption.
6. Free from exploitation by others.
7. Free from guilt, doubt, disappointment, worry, rejection.
8. Free to be in control of your life.
9. Free to experience fuller communication in dating.
10. Free to focus energy on establishing and realizing life goals.
11. Free to develop a respect for self.
12. Free to develop an unselfish sensitivity.
13. Free to have greater trust in marriage.
14. Free to enjoy being a teenager!!!!!!!!

CONCEPT Teenage pregnancy has difficult physical, social, emotional and financial consequences.

Lesson # 5

BEHAVIORAL OBJECTIVES The students will be able to list 2 physical, social, emotional, and financial consequences of teenage pregnancy.

Grade 8th

Competency Goal 7 FL2, 8 MH4

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement. Groups of 5-7.	I. Consequences of teenage pregnancy A. Physical B. Social C. Emotional D. Financial	1. Ask students to write down their future plans for the next 10 years. (education, career choice, marriage, etc.) -5 min. 2. Ask volunteers to read their plans to the rest of the class. -5 min. 3. Distribute the "Facts & Costs" and "Paying for Pregnancy" handouts to each student. -3 min. 4. Preview the handouts with the students allowing them to comment if they wish. -5 min. 5. Divide the class into groups of 5-7 students. -3 min. 6. Assign the following topics, one to each group: Consequences of teen pregnancy - for the girl; for the guy. How a teen life changes if there is a pregnancy. The role of young people in society, the special tasks and activities in their lives.	pencils/pens handouts chalkboard chalk paper	List 2 physical, social, emotional, and financial consequences of teenage pregnancy.

45

CONCEPT (CONTINUED) Lesson #_____

BEHAVIORAL OBJECTIVES Grade_____

Competency Goal_____

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:

What would it be like if you were a parent now? What would happen to your goals and dreams for the future? -5 min.

7. Have students brainstorm; circulate among groups to facilitate discussion. -10 min.

8. Have each group report to the rest of the class. -5 min.

9. Tie each group report together citing examples from each group. Ask students for consequences of teenage pregnancy. Write these on the board under the appropriate headings. -5 min.
   1) Physical, 2) Social,
   3) Emotional, 4) Financial.

FACTS TO REMEMBER

* One million teenage women get pregnant each year.

* Young men share equal responsibility with young women for these pregnancies.

* All the options for what to do about an unwanted pregnancy are difficult.

* Teenage parenting usually has difficult physical, social, emotional and financial consequences:

  - Younger girls bodies are not fully prepared for childbirth.
  - Many girls do not get good low-cost prenatal care.
  - Compared to women who have children after age 20, teenage girls who give birth are more likely to face various health problems during pregnancy or birth.
    A. Babies are more likely to be sick.
    B. Have lower birth weight.
    C. Have birth defects.
    D. Be mentally retarded.
    E. Have lower IQs and achievement scores.
  - Teenage mothers are three times more likely to divorce or separate.
  - Pregnancy is the #1 cause of female high school dropouts.
  - Teenage fathers have troubles, too. Those who become fathers before 18 are 40% less likely to graduate from high school than those who waited.
  - Teenage parents (men and women) are more likely to have low status, low-paying jobs or to be unemployed.
  - The total cost of physician and hospital for 1 child is $3,050 - 4,369. This excludes any complications that might require a longer hospitalization period, medications, etc.

And this is only the beginning! There are baby clothes, formula, visits to the doctor, medications, shots, diapers, safety seats, etc.

HOW MUCH DOES A BABY COST?

Haywood County, North Carolina (1986)

Physician's Cost (average)

725.00	Natural birth (vaginal), 9 months prenatal care in OBGYN clinic. (includes routine labwork)
725.00 + 200	C-Section birth with same as above
69.00	Ultra-sound (optional)
50.00	Repeat ultra-sound (optional)

725.00 to 1,044 dollars TOTAL

Hospital Costs

1,500.00	Delivery (Natural)
2,200.00 to 2,500	Delivery (C-Section)
825.00	Room (3 days) for Mother and baby

2,325.00 to 3,325 dollars TOTAL

*3,050 to 4,369 TOTAL COST OF PHYSICIAN AND HOSPITAL FOR ONE CHILD

*This excludes any complications that require medication, tests, prolonged hospital stay, care for premature infant, heat lamps for the infant, breathing machine usage for mother or infant, etc.

SUMMARY: Having children and rearing them properly is expensive.

TAKEN FROM:
Haywood County, North Carolina
Public Health Department, 1986.

PAYING FOR PREGNANCY

The range in cost for getting a newborn baby through his or her first year of life in America is $3,500-$9,000. (The higher figure assumes you need day care and aren't breastfeeding.) The expenses will be different for different people, states, cities, and hospitals, of course, but the breakdown below will give you an idea of some of the typical costs for the major expenses involved.

DOCTORS' FEES (including visits during pregnancy; costs for pediatrician's visit to hospital; well-baby care ONLY, such as shots. The high figure is for a complicated pregnancy or cesarean section.)	957.00-1217.00
HOSPITAL BILLS (3 day stay in room, laboratory bills, delivery room and nursery room charges)	1,400.00-1700.00
DIAPERS	421.00- 720.00
CLOTHING (maternity outfits, baby clothes)	300.00- 500.00
FOOD (zero is for breastfeeding; $1400 is the average estimated cost of formula and babyfood for 1 year)	0.00-1400.00
MISCELLANEOUS (sleeping, bathing and eating equipment; toys; occasional babysitters.)	400.00- 600.00
DAY CARE (zero if not needed; upper figure is high average day-care costs for 50 weeks)	0.00-3000.00
TOTAL COST OF RAISING 1 CHILD FOR 1 YEAR	3,478.00- 137.00
COST OF RAISING 1 CHILD TO AGE 18	140,000.00
*COST OF SAYING NO	0.00

TAKEN FROM:

Bridging the Gap. Printed Matter Inc., 1983.

CONCEPT Understanding the roles and responsibilities of being a parent will assist in the prevention of teenage pregnancy. Lesson # 6

BEHAVIORAL OBJECTIVES The students will be able to list 5 major parenting responsibilities Grade 8th

Competency Goal 8 FL2

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangements. Pairs of students. Groups of 6-10. Regular classroom seating arrangement.	I. Parenting A. Attitudes B. Responsibilities	1. Tell students that they will be examining the roles and responsibilities of being a parent. -5 min. 2. Tell students the first activity is an interview in which they will apply for a job as a parent. Ask them to be as realistic as possible. -5 min. 3. Place students in pairs and ask them to interview each other using the attached sets of interview questions. Each student should have a different set of questions. -20 min. 4. Ask and discuss the following questions: How did it feel to answer the questions? Which questions were the most difficult? Why? What would you have to give up if you were a parent now? Did you think about anything that you had not thought of before? If so, what? Are you ready to be a parent? -10 min.	questions markers chart paper tape	List 5 major parenting responsibilities.

50

CONCEPT (CONTINUED)

Lesson #_____

BEHAVIORAL OBJECTIVES

Grade_____

Competency Goal_____

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
		5. Place the class into groups of 6-10. -2 min.		
		6. Have half the groups list on chart paper the major responsibilities of parenting, while the other half lists the material needs of a parent. -10 min.		
		7. Post the chart and discuss the time and cost associated with each item. -10 min		
		8. Leave the chart posted for reinforcement.		

51

PARENTING INTERVIEW QUESTIONS

1. What do you want out of life for yourself? What do you think is important?

2. Could you handle a child, school and a job at the same time? Would you have time and energy for both?

3. Would you be ready to give up the freedom to do what you want to do, when you want to do it?

4. Would you be willing to cut back your social life and spend more time at home? Would you miss your free time and privacy?

5. Can you afford to support a child? How much do you think it takes to raise a child?

6. Do you want to raise a child in the neighborhood where you live now? Would you be willing and able to move?

7. How would a child interfere with your growth and development?

8. Would a child change your educational plans? Do you have the energy to go to school and raise a child at the same time?

9. Are you willing to give a great part of your life (at least 18 years) to being responsible for a child? Could you spend a large portion of your life being concerned about your child's well being?

10. Do you like doing things with children? Do you enjoy activities that children do?

11. Would you want your child to be like you? Why? Why not?

12. Would you try to pass on to your child your ideas and values? What if you child's ideas and values turn out to be different from yours?

13. Would you want your child to achieve things that you wish you had, but you didn't?

14. Would you expect your child to keep you from being lonely in your old age? Do you do that for your parents? Do your parents do that for your grandparents?

15. Do you want a boy or a girl child? What if you do not get what you want?

16. Would having a child show others how mature you are?

17. Do you expect your child to make your life happy?

18. Does having a child prove that you're a man or a woman?

PARENTING INTERVIEW QUESTIONS

1. Do you like children? When you're around children for a while , what do you think or feel about having one around all of the time?

2. Do you enjoy teaching others?

3. Is it easy for you to tell other people what you want, or need, or what you expect of them?

4. Do you want to give a child the love he or she needs? Is loving easy for you?

5. Are you patient enough to deal with the noise and the confusion and the 24-hour-a-day responsibility? What kind of time and space do you need for yourself?

6. What do you do when you get angry or upset? Would you take things out on a child if you lost your temper?

7. What does discipline mean to you? What does freedom, or setting limits, or giving space mean? What is being too strict, or not strict enough? Would you want a perfect child?

8. How do you get along with you parents? What will you do to avoid the mistakes your parents made?

9. How would you take care of your child's health and safety? How do you take care of your own?

10. What if you have a child and find out that you made the wrong decision?

11. Does your partner want to have a child? Have you talked about your feelings?

12. Could you give a child a good home? Is your relationship a happy and strong one?

13. Are you both ready to give your time and energy to raising a child?

14. Could you share your love with a child without jealousy?

15. What would happen if you separated after having a child or if one of you should die?

16. Do you and your partner understand each other's feelings about religion, work, family, child raising, future goals? Do you feel pretty much the same way? Will children fit into these feelings, hopes, and plans?

17. Suppose one of you wants a child and the other doesn't. Who decides?

ASSERTIVENESS

ASSERTIVENESS

Most of us have heard that we are supposed to know how to say "no", yet we have never learned. It tends to be easier for a lot of people to be aggressive to others (being angry or mean) or passive with others (doing nothing or avoiding) than to assertively say what it is they want and need. "To be assertive means standing up for personal rights and expressing thoughts, feelings and beliefs in direct honest and appropriate ways."[1]

A big decision facing many teenagers today is whether or not to be sexually active. One of the problems teens sometimes encounter is not being able to recognize clearly how they feel. Sometimes adolescents find themselves in a situation that's getting out of hand. If they can say "no" and mean it, a teenage pregnancy may be prevented.

One can experience many positive results by being assertive. "These include greater self-satisfaction, improved communication resulting in better relationships, increased strength to refuse unreasonable requests and increased self-esteem."[2] The bottom line is that the ability to make assertive responses is part of any good relationship. Assertive responses define who a person is and the values by which that person lives. Truly assertive individuals are able to express feelings and honestly enjoy closer and deeper relations with others and above all, enjoy a high level of self-esteem.

[1]"Gentle Art of Saying No: Principles of Assertiveness." Sunburst Communications. Inc., NY, 1984.

[2]Baldwin, Dr. Bruce A., "Miseries of the Mild - Mannered Manager." PACE, April, 1986.

CONCEPT It is important for one to be assertive in order to avoid teenage pregnancy. Lesson # 1

BEHAVIORAL OBJECTIVES The students will be able to list 1 behavior that is assertive, passive and aggressive. Grade 7th

Competency Goal 8 MH4

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement. Groups of 4-6.	I. Behavior styles A. Assertive B. Passive C. Aggressive	1. Write on chalkboard the 3 behavior styles. See content. -5 min., 2. Explain the 3 personality styles. See lecture notes. -5 min. 3. Give examples of aggressive, passive and assertive behaviors. See lecture notes. -3 min. 4. Explain which behavior is most appropriate. -3 min. 5. Pass out handout that gives behaviors and let the students answer each behavior as aggressive, passive or assertive. Place the students into groups and discuss. -20 min. 6. Discuss students' answers by letting individuals volunteer their answers. -10 min. 7. Ask students which behaviors were most appropriate. Possibly role play with 3 volunteers. -7 min.	pencils/pens chalkboard chalk handout lecture notes	List 1 example of passive, assertive and aggressive behavior.

55

LECTURE NOTES

	PASSIVE	ASSERTIVE	AGGRESSIVE
Emotion	Internalize Fear/anxiety/guilt/ depression/fatigue/ nervousness/hurt	State all as they occur Confidence, self-esteem	Externalize "Secondary" to fear/guilt/ hurt or misplaced hostil- ity/righteousness superiority
	Temperature below normal Not verbally expressed	Temperature normal Tone normal	Temperature above normal Expressed loudly and explosively
Non-verbal	Downcast, averted, darting or teary eyes. Shifting of weight, slumped body, round shoulders, head down, shuffling walk. Wringing of hands, biting lips, adjusting clothing, nervous gestures.	Open, direct, not staring eye contact. Standing comfortably but firmly on two feet, steady, straight. Hands loosely at sides, relaxed.	Glaring narrowed, expressionless eyes. Leaning forward, stiff, rigid posture. Clenched fists, jerky movements, finger pointing, hands on hips.
	Pleading, monotone, apologetic, mumbling,	Strong, steady, firm clear tone of voice.	Raised, snickering, haughty tone of voice.
General Posture	Moving away, self-effacing, dependent	Moving forward, facing up to situations, standing up for self, independent or inter-dependent	Moving against, effacing, counter-dependent
Verbal	Rambling statements Qualifiers (maybe/I wonder if you could only/just) Fillers (uh/well/you know) Negative (don't bother/it's not really important)	Concise statements "I" statements (I think/I feel/ I want) Cooperative words (let's/how can we resolve this) Empathic statements of interest (what do you think/ what do you see)	Clipped, interrupting statements. Threats (you'd better/if you don't/watch out) Calling names, demanding, accusing. Put-downs (come on/you must be kidding) Judgmental, sarcastic, evaluative comments (should/bad) Sexist or racist terms

WHAT BEHAVIORS ARE JOE AND SAM EXHIBITING?

Sam — Joe, Sandra just called and she's sick. With all this homework I'm really bogged down. I'd like you to stay and help me study.

Joe — Well.....I,.....uh,.....kinda had plans for this evening.

Sam — Why don't you use the phone and see if you can cancel your plans. I really need help and I've helped you with your studies.

Joe — Well....I don't know. I guess I could try to work things out so that I could stay.

WHAT BEHAVIORS ARE JOE AND SAM EXHIBITING?

Sam — Joe, Sandra just called and she's sick. With all this extra homework I'm really bogged down. I'd like you to stay and help me study.

Joe — You always ask me! I have big plans for tonight and I don't intend to change them! Why don't you ASK someone else for a change!

Sam — Joe, you don't have to get huffy! I'm your friend and I don't always ask you, because I helped you 2 weeks ago with your homework.

Joe — Well....you can just take this friendship and shove it!

WHAT BEHAVIORS ARE JOE AND SAM EXHIBITING?

Sam — Joe, Sandra just called and she's sick. With all this extra homework I'm really bogged down. I'd like you to stay and help me study tonight.

Joe — I understand that you've been really busy lately and that you've been under pressure, however, I won't be able to help you tonight because I have important plans I made earlier.

Sam — Why don't you use the phone and see if you can rearrange your plans. I really need your help, and I'll also help you.

Joe — I can't rearrange my plans, however I could stay for an extra hour. Maybe you'd like to check with someone else to study who might be available and anxious to study.

Sam — Thanks!!! that's a good idea. I really hadn't considered asking any of the other students.

CONCEPT Knowing and using assertiveness techniques can be very helpful in preventing teenage pregnancy.

Lesson # 2

BEHAVIORAL OBJECTIVES The students will be able to list 3 assertive techniques-used in role play situations.

Grade 7th

Competency Goal 7 MH1, 8 MH3, 8 MH4

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement. Groups of 5-6. Pairs of students.	I. Assertiveness techniques	1. Tell students there are different ways to be assertive in different situations. Write the 3 assertiveness techniques on the board. See lecture notes. Discuss each technique with the students. -10 min. 2. Place students into groups of 5-6 and give each group a role play situation. See lecture notes. -5 min. 3. Ask the students to pair up and role play the situation using each of the 3 assertive techniques. -25 min. 4. Place students back into groups and discuss with the following: What is peer pressure? How much influence should your friends have over your life? Why is it important to develop your own beliefs and stick to them? How does it make you feel to be called a "chicken" or "stuck up" by your peers when you don't go along with them. Being assertive can often times keep one out of trouble., When? How?	chalk chalkboard handout lecture notes	List 3 assertiveness techniques one may use in role play situations. See lecture notes.

58

LECTURE NOTES

All of us need to know how to resist pressure. We need to learn some basic assertiveness skills to enable us to feel confident that we can say "no" and have that "no" accepted.

Three Simple Assertive Techniques

1. Say "no" and keep repeating it. Don't offer reasons or excuses.
2. Take the offensive. Show how the pressure is making you feel.
3. Refuse to discuss the matter further. Walk away.

Assertiveness Role Play Situations

1. John and Amy have been going together for about a month. One afternoon John calls Amy and tells her that his parents are out of town. John wants Amy to come over to his house.

2. You are at a party with friends. You have chosen not to drink and Cindy, your best friend, is drinking and seems to be having a great time. She approaches you with a beer.

3. Ann, Bob, and some of their friends are at the 9:00 p.m. movie. Ann must be home by 11:30. At 11:15 the show is over but Bob and the others want to go out for pizza and beer. They are trying to talk Ann into joining them and not "spoiling the party".

4. Jay is a straight A student and his best subject is chemistry. His buddies aren't so good at chemistry; they're failing. Jay's class took a chemistry final before lunch but his buddies don't take the final until after lunch. Jay's buddies approach him at lunch and wants to know the answers to the final.

CONCEPT Being assertive can help adolescents avoid teenage pregnancy. Lesson # 3

BEHAVIORAL OBJECTIVES The students will be able to develop and list 5 assertive ways to say "no". Grade 7th

Competency Goal 7 MH1, 8 MH3

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement. Groups of 4-5. Regular classroom seating arrangement.	I. Assertiveness A. Persuasive lines B. Appropriate responses	1. Tell students that people use lines on others to get what they want. -1 min. 2. Have the class develop or identify lines used to persuade others to have sex. Have students write the lines on cards or strips of paper. -10 min. 3. Put the lines in a container. Mix the lines up and have each student draw one line from the container. -5 min. 4. Place students in groups of 4-5. Have each student share the selected line with their group. -5 min. 5. Ask each group to develop the best possible assertive response. (verbal and/or non-verbal) -10 min. 6. Share the responses by putting them on chart paper or the board. -10 min. 7. Ask the students when and where the lines can be used. -5 min. 8. Share the pre-developed lines with the class if appropriate. -5 min. 9. Follow-up each week by asking if any of the lines were used. -5 min.	paper chalkboard markers pencils/pens chalk container chart paper handout	List 5 assertive ways to say "no".

WAYS TO SAY "NO"

Come on, it won't hurt anything.	I know it won't hurt anything if I don't do it.
I really care for you.	If you really care you'll wait.
I will never leave you.	If you're never leaving then we've got plenty of time to wait.
Let's go into the bedroom.	Why? I'm not sleepy.
Everybody is doing it.	I'm not everybody, I'm somebody.
If you love me you will.	If you love me you'll wait.
It will make us closer together.	If you get too close it will smother me.
I haven't had sex yet.	Some people have it, some people don't.
It's fun and it feels good.	How could it feel good with someone you don't want to do it with.
I can't control my feelings.	You need professional help.
Let's make whoopy.	What's whoopy? Is that something you bake or fry?
I'll marry you if you get pregnant.	Why don't we get married first.
Girls should have sex too.	Girls should have sex when they are ready, and not before.
Let's make hot passionate love.	Go find a stove.
Are you afraid?	Yes, and I don't do things that scare me.
I love you.	If you love me you'll wait.
You won't get pregnant.	I know I won't if I don't do it.
You don't know what you're missing.	No, but I know what you're missing.
Everyone should try it once.	I will, when I get ready.

Adapted from: Linda Berne's Ways to Say "No", HED 660, University of North Carolina at Charlotte.

WAYS TO AVOID SEXUAL ACTIVITY

Verbal

It is against my religion.

If you really loved me, you would not insist.

My name is _____; I am somebody not everybody.

I've set limits and you know what they are.

Why can't we get married first?

I have the same feelings that you have, and if I can control mine, then you can control yours.

It's best that we don't and that is that.

If you really care, you'll wait.

Say you're expecting your mom, brother, etc. at any minute.

Suggest it's time to call it a night.

Non-verbal

Walk away.

Make an ugly face.

Remove your hand.

Move your seating position.

Stop talking to them.

Act hurt and insulted.

Give a light quick peck on the lips and move away.

CONCEPT Being assertive when one communicates is a key in the prevention of teenage pregnancy.

Lesson # 1

BEHAVIORAL OBJECTIVES 1) The students will be able to define assertive, aggressive and passive responses. 2) The students will be able to create an assertive, aggressive and passive response to a situation.

Grade 8th

Competency Goal 7 MH1, 8 MH3

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement. Groups of 5-6.	I. Communication responses A. Assertive response B. Aggressive response C. Passive response	1. Introduce by defining on board assertive, aggressive and passive responses. See lecture notes. -10 min. 2. Distribute to each student the following questions: What was an assertive, aggressive and passive response? What are the differences in these responses? Which type response is the most effective? What are the potential problems with aggressive or passive responses? Why do people choose not to be assertive or honest? What are the possible ways that assertiveness could help us to protect ourselves or prevent negative experiences?	chalk chalkboard pencils/pens handout lecture notes	1. Define aggressive, assertive, and passive responses. 2. Create an aggressive, assertive and passive ending to a situation. See handout.

DEFINITIONS

1. Assertive means straight forward, clarifying your needs and feelings, expressing what you want and how you feel.

2. Aggressive means hostile behavior, attacking another person verbally or physically.

3. Passive is not responding to an an action or behavior and accepting objectionable responses without reaction.

ASSERTIVENESS TASKS

1. Martha, age 16, calls up Phil, age 16 and asks him to go out with her on a date. He likes her but does not want to go out with her. Martha does not want to take "no" for an answer.

2. As Jim, age 15, walks down the hall one day, a group of six people he does not know begin to verbally harass him. He is a bit frightened, but their comments make him angry.

3. Gina, age 14, Mark, age 15 have been in a relationship for six months. Mark wants the relationship to become sexual. Gina likes the relationship the way it is. Mark likes Gina a lot and thinks she should have sex with him if she likes him. Gina likes Mark and she thinks he shouldn't have sex with her if he likes and respects her. Both people believe that they are right.

CONCEPT Assertiveness can prevent problems in a variety of social situations. Lesson # 2

BEHAVIORAL OBJECTIVES The students will be able to develop assertive responses for 5 social situations. Grade 8th

Competency Goal 7 MH1, 8 MH3

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement. Groups of 4-6.	I. Assertive responses	1. Tell students that being assertive can prevent many problems. -1 min. 2. Give students the assertive response test. Ask them to follow the instructions and complete the test. -9 min. 3. Use the answer key to give students the most assertive response. -2 min. 4. Discuss each situation and response with the class using the following questions: Why is B (example) the best assertive response? What other responses might be just as assertive? -10 min. 5. Put students in groups of 4 - 6. Give them the "Social Situations" handout. Ask them to develop assertive responses for each situation. -15 min. 6. Have each group share their responses. Use the provided responses as a guide. -5 min. 7. During the next class, ask students to share any situations and responses that they have used. -5 min.	handouts paper pencils/pens	Develop assertive responses for 5 of the following social situations. See handout.

ASSERTIVE RESPONSE TEST

This test consists of a series of specific social situations. Imagine yourself present in each situation as vividly as possible and then select the one response that represents the best assertive response.

1. A friend asks you to accept something you do not want. You...

_____A. accept the gift but feel somewhat uncomfortable about doing so.

_____B. accept the gift but indicate you really don't want it.

_____C. accept the gift in order to save your friend embarrassment.

_____D. thank your friend but explain that you cannot accept this gift.

_____E. do not accept the gift.

---

2. You are reading in the library. A couple of people are talking nearby and are interfering with your concentration. You...

_____A. clear your throat and give them a menacing look, but say nothing.

_____B. get up and move to another location.

_____C. ask them to please be a little quieter.

_____D. loudly tell them to be quiet.

_____E. recognize that they are having a good time and try to concentrate in spite of the noises.

---

3. A classmate sitting next to you indulges in loud gum-chewing during class every day. This is getting on your nerves. You...

_____A. ignore her since gum-chewing is a good release for tension.

_____B. tell her to stop chewing gum.

_____C. ask her politely to please chew more quietly.

_____D. tease her about her constant chewing.

_____E. move to the next desk.

---

4. You have been waiting at the counter section of a restaurant and notice that several people who came in after you have already been waited on. You...

_____A. demand that you be waited on immediately.

_____B. scowl at the waitress and hope she gets the hint.

_____C. do nothing.

_____D. try to be patient so as not to cause a fuss for the waitress.

_____E. point out that you have been waiting longer than those waited on and would appreciate it if your order could be taken soon.

---

5. You are in a hurry and have been waiting in the grocery check out line for five minutes. A slight acquaintance asks if she can cut ahead of you. You...

_____A. refuse the person's request and point out that you are in a hurry.

_____B. reluctantly allow her to cut in.

_____C. allow her to cut in ahead of you in order to save her from embarrassment.

_____D. make a comment about people who cut ahead in line.

_____E. insist that she move to the back like everyone else.

---

6. You go to a party with your date who then ignores you for the rest of the evening. You are on the way home and feel hurt because of this. You...

_____A. indicate that you feel hurt and ask your date why he or she ignored you.

_____B. pretend nothing happened and continue normal conversation.

_____C. say nothing to your date for the rest of the evening.

_____D. tell him he is insensitive.

_____E. cover up your hurt feelings and be a good sport.

---

7. You are asked by a friend to help him out. You feel you have already done your share. You...

_____A. tell the friend what you have done and indicate that you feel you have contributed enough.

_____B. help out more since everyone should contribute as much as possible in a crisis.

_____C. reluctantly offer to be of more help.

_____D. agree to help out further, but participate minimally.

_____E. tell your friend that you have already contributed enough.

---

8. Your teacher gives you a C on a test but you think your work is well above average. You...

_____A. do nothing but feel unfairly treated.

_____B. tell him his rating is unfair.

_____C. gripe to classmates about how unfair he is.

_____D. ask the teacher to explain why you received a low rating and if you still don't think the grade is right, attempt to convince him that you deserve a higher grade.

_____E. accept the grade and try to improve his perception of you.

---

9. While talking with a friend, you remember that he borrowed money from you two weeks ago and has not yet returned it as he said he would. You...

_____A. say nothing about it.

_____B. don't mention the loan since you know he would pay you back if he could.

_____C. mention to him that you're short of money these days.

_____D. remind him that he borrowed the money from you and ask that he pay it back.

_____E. tell your friend he is not being responsible about his debts.

---

10. A friend invites you to a party. You do not wish to attend. You...

_____A. accept his invitation so as not to offend him.

_____B. pretend you had another engagement.

_____C. tell him that you would rather not to go to the party.

_____D. reluctantly accept the invitation.

_____E. tell your friend you're no longer accepting such invitations.

SOCIAL SITUATIONS

1. Your friend used to see you very often but has not been seeing you as often lately for no apparent reason. You feel emotionally involved with this person and would like to know where you stand. You...

2. You and your family are trying to have a quiet evening at home. However, the people who live in the apartment next to yours have their stereo turned up quite loudly. You...

3. On a picnic your date pays more attention to another girl or boy than he or she do to you. This has never happened before and it angers you. You...

4. A friend of yours shows you something that she has made and asked for your reaction. You think it was made poorly. You...

5. A person with whom you do not wish to associate with asks you to go to a movie. You...

6. A casual friend constantly teases you in a joking but unfriendly way. This is beginning to annoy you. You...

7. A close male friend continually interrupts and appears not to be listening to what you are saying. You feel angry. You...

ASSERTIVE RESPONSE TEST KEY

1. D
2. C
3. C
4. E
5. A
6. A
7. A
8. D
9. D
10. C

POSSIBLE ASSERTIVE SOCIAL SITUATION RESPONSES

1. tell him/her you are feeling uneasy and would like to know his/her feelings toward you.

2. call them on the phone and ask that they turn the music down.

3. tell him or her how you felt during the picnic.

4. mention the merits and tactfully indicate some of its weaknesses.

5. tell the person you would rather not go to the movie with him/her.

6. express your annoyance at this behavior.

7. point out that he has been doing this a lot lately and tell him you are angry about it.

CONCEPT Helpful assertiveness skills are positive elements in the prevention of teenage pregnancy.

Lesson # 3

BEHAVIORAL OBJECTIVES The students will be able to list 3 assertive ways to deal with peer pressure.

Grade 8th

Competency Goal 7 MH1, 8 MH3

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement.	I. Assertiveness skills for peer pressure	This lesson is based upon the "Assertiveness Log" which must be kept for a minimum of 24 hours prior to the lesson. Distribute the log during the preceeding lesson. 1. Review assertive lines by writing some on the board. -10 min. 2. Using the peer pressure log have the students share ways to be assertive. -10 min. 3. Brainstorm additional ways to be assertive. -5 min. 4. Have students list those additional ways to the last column of the log. -5 min. 5. Give students another blank log to reinforce their assertiveness skills. -2 min. 6. In a future class ask students to share information from their assertiveness log. -5 min.	chalk chalkboard handouts pencils/pens	List 3 positive assertiveness ways to deal with peer pressure.

71

Instructions:

1) Keep a 24 hour log of peer pressure situations. Fill in the first columns on this chart.
2) Write other good ways to be assertive in the last column.
3) Use as many situations as possible.

ASSERTIVENESS LOG

What were you pressured to do?	How were you pressured?	What assertive response did you use?	What will you say the next time?

COPING SKILLS

COPING SKILLS

Uncomfortable feelings and pressures can begin to take over one's life if one can't cope. "Coping skills are those helpful options which will enable one to find the best way to handle those feelings and pressures in different situations."[1]

Pressure is a normal part of everyday life. The ability to successfully cope with it can help one meet challenges and form healthy relationships with others. Many teenagers must cope with the pressures to become sexually active. If teens possess good coping skills they may be able to resist those pressures and realize that abstinence is the best solution in the prevention of teenage pregnancy.

There are many helpful tips in the handling of pressure. "These include being able to confide in someone trustworthy, taking time out for fun, investigation of personal attitudes, changing environments and striving for achievement."[2]

"To expect to eliminate or protect yourself totally from harmful stress is unrealistic."[3] However, one can learn to manage stress. By discovering the source of stress, one can often use insight to reach goals or bring about needed changes in his/her life.

[1]Session, Gilda and Ann Berxbaum, "Self-Discovery: Developing Skills", Management Sciences for Health, 1984.

[2]Kane, William, Peggy Blake and Robert Frye, "Understanding Health", Random House, NY, 1982.

[3]Gussin, Gilda and Ann Buxbaum, "Self-Discovery: Developing Skills, Management Sciences for Health, 1984.

CONCEPT The power of positive thinking can be used as a successful coping skill. Lesson # 1

BEHAVIORAL OBJECTIVES The students will be able to list 2 positive thoughts that give them coping power. Grade 7th

Competency Goal 8 MH3, 8 MH4

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement. Pairs of students.	I. Positive thoughts as coping skills	1. Demonstrate to students that negative thoughts weaken the body while positive thoughts give it strength. See attachment. -10 min. 2. Instruct students to get into pairs with each other trying the demonstration. -10 min. 3. Ask and discuss the following questions: What did you experience? How did the exercise relate to your attitudes, feelings, beliefs? How can positive thoughts help you cope with life experiences? What are some examples of how positive thoughts have helped you cope? -15 min. 4. Ask students to list people who use positive thoughts. -5 min. 5. Ask students to attempt to use positive thoughts to accomplish something before the next class meeting. -1 min. 6. During the next class meeting ask students to share their efforts. -5 min.	handout paper pencils/pens lecture notes	List 2 positive thoughts that give you coping power.

74

112

113

INSTRUCTIONS FOR DEMONSTRATION ON POWERFUL THOUGHTS

A. The volunteer stands in front of the teacher with eyes closed, and both arms outstretched, one hand resting lightly on top of the other. The volunteer is told to recall an incident when he or she experienced very positive feelings. When he or she has this experience clearly in mind instruct the student to nod his or her head. The teacher presses down lightly on the outstretched hands, noting the strength of resistance.

B. Next the volunteer is told to recall an instance when he/she felt depressed and embarrassed and wished they could crawl into a hole and hide. As before, once they are fully concentrating on this experience they are to nod their heads. The teacher again pushes down lightly on the outstretched hands, noting the weakened resistance.

C. Then ask for a round of applause or cheers for the volunteers "courage" so that they will not be sent back to their seat with negative feelings.

NOTE Some students may not experience the positive thoughts as the strongest. You could say "In a room with all this noise it's hard to concentrate on the image." Return to the main point. The mind does have an effect on the body.

CONCEPT Using the appropriate coping skills can prevent a number of social behavioral problems. Lesson # 2

BEHAVIORAL OBJECTIVES The students will be able to list 3 healthy, enjoyable coping techniques. Grade 7th

Competency Goal 8 MH3, 8 MH4

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement.	I. Coping techniques A. Personal B. General	1. Tell students that coping is something that everyone does. Problems arise when one uses unhealthy coping techniques or fails to be consistent in their use. -5 min. 2. Give each student the "Love List" handout and work through the handout using the attached instructions. -15 min. 3. Ask students to share some of their positive/healthy coping skills. Write these on the board. -10 min. 4. Ask students why the coping skills listed on the board are good ones? -5 min. 5. Have students add these to their "Love List". -5 min. 6. Tell students that coping skills only help if they are used consistently. -5 min.	handouts chalk chalkboard pencils/pens	List 3 healthy enjoyable coping techniques.

115

116

76

LOVE LIST INSTRUCTIONS

1. List at least 10 activities that you enjoy doing.

2. Place a check (✔) in the column if:
   #1 - you can do this activity alone.
   #2 - you can do this activity with other people.
   #3 - the activity can be done at little or no cost.
   #4 - you want to continue the activity in the future (5-10 years.)
   #5 - you feel you do this activity well.
   #6 - someone has told you that you do this activity well.
   #7 - the activity is healthy when done in moderation. (It is not illegal, immoral, or fattening.)
   #8 - you do the activity regularly. (At least once per week.)

3. If the activity has a healthy check (✔) it is a good coping skill.
   If the activity has a healthy check and 5 or 6 additional checks it is a very good coping skill.

LOVE LIST	ALONE	PEOPLE	COST	FUTURE	YOU GOOD	OTHERS GOOD	HEALTHY	REGULARLY
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								

Other good coping skills are:

CONCEPT Understanding emotions and expressing feelings are important coping factors in the prevention of teenage pregnancy.

Lesson # 3

BEHAVIORAL OBJECTIVES

1. The students will be able to list 5 emotions.
2. The students will be able to list 3 ways to cope with emotions.

Grade 7th

Competency Goal 7 FL2, 8 MH3, 8 MH4

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement.	I. Emotions II. Coping	1. Ask students to list emotions. Write them on the chalkboard. Ask students to define emotions. -10 min. 2. Ask and discuss the following questions. -10 min. Have you ever denied or repressed your emotions? Why did you do that? Does fear and pain stop you from expressing your feelings? Do you have hidden virtues that only you know about? 3. Give students the handout "Understanding Your Emotions." -1 min. 4. Ask and discuss the following questions: Did any of your answers surprise you? Which ones? Did the answers of other students surprise you? Do you think most of your answers were similar to those of other students? What are the best ways to cope with emotions? -15 min.	pencils/pens chalk chalkboard paper handouts	1. List 5 emotions. 2. List 3 ways to cope with emotions.

79

UNDERSTANDING YOUR EMOTIONS

Finish each of the following statements:

1. I worry when....
2. I am cheerful when....
3. I am happy when....
4. My greatest interest is....
5. The person who means the most to me is....
6. The ones I love most are....
7. In leisure time, I like most to....
8. I respect....
9. My health is....
10. I am able to....
11. I'm embarrassed when....
12. It bothers me when....
13. I am afraid of....
14. I want to be....
15. I feel....
16. I hate....
17. I wish....
18. I fear....
19. I love....
20. I hope....

CONCEPT Being able to recognize and cope with stress are important factors in the prevention of teenage pregnancy. Lesson # 4

BEHAVIORAL OBJECTIVES The students will be able to list 2 physical, emotional, mental and behavioral signals of stress and 3 ways to cope with stressful situations. Grade 7th

Competency Goal 7 FL2, 8 MH3, 8 MH4

ORGANIZATION:

Regular classroom seating arrangement.

Groups of 5-6.

CONTENT:

I. Signals of stress

II. Coping with stress

ACTIVITY METHODS: TIME:

1. Introduce coping with stress. See lecture notes. -5 min.
2. Using an overhead projector and transparencies share with the students some physical, emotional, mental and behavioral signals of stress. -10 min.
3. Again, using the overhead projector share with the class various ways to cope with stress. -10 min. Discuss situations using lecture notes. -10 min.
4. Divide the class into groups of 5-6 students. Give each group a stressful situation. See lecture notes. Ask them to tell why this situation is stressful and to identify helpful ways to cope. -15 min.
5. Each group can share their feelings and thoughts with the rest of the class. Discuss. -10 min.
6. Give students the handout on "Signals" for future reference. -1 min.

EQUIP./MAT. RESOURCE:

overhead projector
handouts
lecture notes

EVALUATION MEASURES:

1. List 2 physical, mental, emotional and behavioral signals of stress.

LECTURE NOTES

- Patti was at a party. She didn't want to drink, but all of her friends were drinking. They were pressuring her to drink.

- Eric has just been told that he can't graduate because he failed English.

- Vickie and Tim are alone at Vickie's parents' home. Vickie really loves Tim and she has made a decision to remain a virgin until she is married. Tim is pressuring Vickie to have sex with him.

What do all of these situations have in common? They show people in stressful situations. Stress is a constant part of life. How people handle or deal with stress has a lot to do with their health. In fact, some people get sick from just being upset.

Recognizing signals of stress is helpful in learning to cope, so is being able to recognize stressful situations.

Stressful Situations (to be used in activity 4)

1. Donna is at a class party. Her friends are smoking pot. Donna has never smoked pot. Her friends are offering Donna a joint.

2. Larry and Sue are alone at Sue's parents' house. Sue really loves Larry and she has made a decision to remain a virgin until she is married. Larry is pressuring Sue to have sex with him.

3. Ron and Kim have been going steady for 2 years. Ron is very much in love and he wants to marry Kim someday. They have experienced everything together, including sexual relations. One day Kim walks up to Ron and tells him that she wants to break up and date other guys.

4. Chuck is a very athletic, studious, popular boy. Chuck has played and lettered in football and baseball. He decides to try out for the basketball team this year. Chuck gets cut.

5. Jan's parents have always gotten along great. Now they are continuously fighting. Jan is very close to her parents and she loves them dearly. Jan's parents tell her that they are splitting up.

COPING WITH STRESS

1. Learn to relax.
2. Communicate assertively - what you really feel.
3. Involve yourself with family and close, trustworthy friends.
4. Investigate your attitudes.
5. Change your environment.
6. Be positive.
7. Exercise regularly.
8. Manage your time.
9. Pace major life changes.
10. Strive for achievement.

SIGNALS OF STRESS

Physical

- Increased heart rate - pounding.
- Elevated blood pressure; sweaty palms.
- Tight chest; headache; diarrhea.
- Tight neck or back muscles.
- Trembling, tics, or twitching.
- Nausea and/or vomiting.
- Difficulty sleeping; tiredness.
- Being accident prone.
- Shallow breathing; nervous laughter.
- Frequent minor illnesses.
- Dry mouth or throat.

Emotional

- Being irritable; lowered self-esteem.
- Angry outbursts; depression; jealousy.
- Suspiciousness; restlessness; withdrawal.
- Feelings of unreality and overalertness.
- Lack of interest, tendency to cry.
- Being less involved with others.
- Being self-critical.
- Nightmares.

Mental

- Forgetfulness; being preoccupied.
- Misjudging distances.
- Decreased or increased fantasy life.
- Being less creative.
- Being less productive.
- Lack of concentration.
- Lack of attention to details.
- Thinking a lot of the past.

Behavioral

- Increased smoking.
- Aggressive driving.
- Increased alcohol or drug use.
- Carelessness.

CONCEPT Effective coping skills play an important role in the prevention of teenage pregnancy. Lesson # 1

BEHAVIORAL OBJECTIVES The students will be able to list 4 ways to cope with feelings that may lead to sexual activity. Grade 8th

Competency Goal 7 FL2, 8 MH3, 8 MH4

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement.	I. Coping	1. Introduce using lecture notes. -5 min. 2. Have students list on paper some feelings that may lead to sexual activity. -10 min. 3. Have students think of positive ways to cope with each of the feelings. -10 min. 4. Draw the chart on the board. See lecture notes. Ask students to copy the chart and fill in the chart listing their feelings and coping responses. -25 min. *Students may want to keep the chart for future reference.	pen paper chalk chalkboard	List 4 ways to cope with feelings which may lead to sexual activity.

85

LECTURE NOTES

For all too many teenagers and some adults sex can sometimes seem like the only way out of feeling lonely, unwanted, unattached. There are times in almost all our lives when friendships aren't going well, when there is someone we care about who doesn't seem to care as much about us.

Sometimes people deceive themselves by confusing infatuation with love. Infatuation and love are not at all the same. Sex isn't powerful enough to maintain any relationship, especially those in which the two partners don't care about each other, who have nothing to share once the act of intercourse is over.

Feelings	Ways to Cope
1. Boredom	1.
2. Anger	2.
3. Tension	3.
4. Loneliness	4.
5. Sadness	5.
6. Shyness	6.
7. Desire for meaning	7.
8. Desire to have a new experience	8.
9. Desire for adventure	9.
10. Desire for escape	10.

CONCEPT Knowing appropriate coping skills will enable one to better deal with pressures associated with teenage pregnancy.

Lesson # 2

BEHAVIORAL OBJECTIVES The students will be able to list 5 of the many healthy coping skills.

Grade 8th

Competency Goal 8 MH3, 8 MH4

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement.	I. Coping skills	1. Introduce concept of positive coping skills. Fortunately, there are many ways of coping with stressful, uncomfortable situations. Handled in a positive and successful way, each stressful event can help prepare you to successfully cope with the next situation. -5 min. 2. Write a list of positive coping skills on board. (1) Confide in someone you can trust. (2) Be positive. (3) Investigate your attitudes. (4) Change the environment. (5) Involve yourself with your family. (6) Exercise regularly. (7) Be open-minded. (8) Balance work with play. (9) Learn to relax. (10) Stay with the problem. -15 min. 3. Give students various situations. EX: 1-Breakup of a relationship 2-Pressure to have sex. 3-Argument with parents. 4-A stressful situation encountered recently. -5 min. 4. Ask each student how he or she would cope with 2 of the situations. -10 min.	chalkboard pencils/pens paper markers tape poster paper chalk	List 5 healthy coping skills.

CONCEPT (CONTINUED)

Lesson #_____

BEHAVIORAL OBJECTIVES

Grade_____

Competency Goal_____

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
		5. Ask for volunteers to share by reading their experience to the class. Discuss their coping skills. Good ones. Bad ones. Why are some more effective than others? -20 min.		
		6. Make and post a list of "Healthy Coping Skills." -5 min.		

88

CONCEPT Understanding personality traits can help one cope with stress. Lesson # 3

BEHAVIORAL OBJECTIVES The students will be able to list 3 strategies that will help them to cope with stress. Grade 8th

Competency Goal 8 MH3, 8 MH4

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement.	I. Stress II. Coping with stress	1. Tell students what stress is, what it can mean and how it causes trouble. See lecture notes. -5 min. 2. Give students handout on self-acceptance. Have students complete and score handout using the following directions. Add all circled numbers in each section and write the total in the box after "Section Score". Add the section scores and write the total in the box after "Total Scores." -15 min. 3. Give students handout, "Interpret Your Questionnaire." Ask the students to use the interpretation next to their score. -5 min. 4. Ask students to give their ideas on managing stress. Write these on the chalkboard and ask students to copy them. -10 min.	pencils/pens chalk board handouts lecture notes	List 3 strategies that help in coping with stress.

LECTURE NOTES

Stress can be defined as the effect of any situation or event on your body and mind. There are times you can be under stress without even recognizing it. Rather than letting stress give you headaches, nervousness and fear one needs to respond to stressful situations in more effective ways. Being under pressure to succeed can inspire one to achieve things that he or she believed were impossible. We all handle different situations and amounts of stress. Some people do well under pressure, others do poorly, while some don't function. By itself most stress is neither helpful or harmful. If one can manage stress he or she can make it work. If it can't be managed it becomes harmful. Stress never just disappears! Stress that isn't relieved may cause very uncomfortable feelings, anger, frustrations, depression, helplessness, fear, guilt and many others. Sometimes one's personality makes it harder to manage stress. If one expects to be able to do everything perfectly, he or she may suffer from tense back muscles and severe frustration. Few can learn something new without making mistakes, and if perfection is expected one may spend a lot of energy feeling bad and have very little time left to enjoy.

Some situations that cause stress cannot be managed, without the help of others. To expect to eliminate or protect oneself totally from harmful stress is unrealistic. That kind of expectation will only bring on frustration. It is much better to accept that there are events which we cannot change alone.

Some responses to stress are:

Facing and reducing your stress.
Appreciating yourself.
Coping with it and expressing your feelings.
Giving yourself a break.
Working with others for a change.
Accepting things that can't be changed.
Thinking about good things.
Being good to your body, exercising, relaxing, eating well, sleeping well.
Knowing your stressful situation.
Changing the situation.
Taking a yoga class.
Listening to peaceful music.
Taking time to do things for yourself every day.
Avoiding stressful situations if possible.

- Fill out the questionnaire below.
- Read each statement carefully.
- Circle the number in the column which best describes how you feel.

DO I ACCEPT MYSELF AS I AM?

1. I feel pretty comfortable with other people.

   Almost always(1) Often(2) Sometimes(3) Almost never(4)

2. I get scared to try new things.

   Almost always(4) Often(3) Sometimes(2) Almost never(1)

3. I keep my thoughts and feelings to myself because they're not worth very much.

   Almost always(4) Often(3) Sometimes(2) Almost never(1)

4. I'm proud of the things I've done.

   Almost always(1) Often(2) Sometimes(3) Almost never(4)

5. I feel I'm not a very important person.

   Almost always(4) Often(3) Sometimes(2) Almost never(1)

6. I hate to talk to people I don't know.

   Almost always(4) Often(3) Sometimes(2) Almost never(1)

Section Score_____

DO I WANT TO BE PERFECT?

1. When something goes wrong I tend to blame myself.

   Almost always(4) Often(3) Sometimes(2) Almost never(1)

2. I worry about all the things I should be doing better.

   Almost always(4) Often(3) Sometimes(2) Almost never(1)

3. I feel it's okay for me to make mistakes.

   Almost always(1) Often(2) Sometimes(3) Almost never(4)

4. I feel really bad when I don't win.

   Almost always(4) Often(3) Sometimes(2) Almost never(1)

5. I want to be better than everyone else.

   Almost always(4) Often(3) Sometimes(2) Almost never(1)

6. There are lots of things I'm not great at but I like to do them anyway.
   Almost always(1) Often(2) Sometimes(3) Almost never(4)

 Section Score_____

AM I ALWAYS IN A HURRY?

1. When I have something hard to do, I tend to put it off.

   Almost always(4) Often(3) Sometimes(2) Almost never(1)

2. When things are piling up, I try to plan ahead.

   Almost always(1) Often(2) Sometimes(3) Almost never(4)

3. I get my school work in late.

   Almost always(4) Often(3) Sometimes(2) Almost never(1)

4. I keep my room pretty clean.

   Almost always(1) Often(2) Sometimes(3) Almost never(4)

5. I have time to do everything I want to do.

   Almost always(1) Often(2) Sometimes(3) Almost never(4)

6. I'm late for school appointments and dates with my friends.

   Almost always(4) Often(3) Sometimes(2) Almost never(1)

Section Score_____

TOTAL SCORE_____

INTERPRET YOUR QUESTIONNAIRE.

Find your score below. Read the interpretation next to your score.

52-72: You probably feel a lot of stress in your life and don't find it easy to manage. You may be bothered by some of the physical symptoms of stress; headaches, stomachaches, muscle pains, sleeplessness.

41-55: You probably feel a fair amount of stress in your life. Sometimes you cope with it very well, but there are other times that it gets the best of you. Sometimes your stress keeps you from doing what you want to do and makes you feel less than your best. There was probably one section of this questionnaire on which your score was quite a bit lower than the others. This is an area of your personality which does not cause much stress.

That's great! It means you can ignore that section, and concentrate on the section where your score was highest. You can practice one tip from the list on the next page that applies to your personality. It won't take you long to find out how the tip can help reduce the causes of your stress.

26-40: You probably have a more easygoing personality than most people. At this time in your life, you are probably coping with most stressful situations in a helpful way. But there are still times when things affect you more than you wish they would. And there will certainly be times later in your life as in everyone's when work or responsibility piles up and you feel you can't cope.

Prepare for those situations now. Learn the strategy for managing time that is the next part of this course. It will help you when things get rough, now and in the future.

18-25: Your score is so low that it may make one wonder if you were accurate in filling in the questionnaire. Your answers show an almost complete lack of the personality traits that make people feel uncertain, worried, anxious, pressured. Hardly anyone is that laid back. You might be smart to take the questionnaire again, by yourself, when you have time to think about it and answer carefully and honestly. Your score will almost certainly be higher, and you will be able to find tips to use in coping with your causes of stress.

TIPS FOR MANAGING STRESS

Use tips on this page to cope with the area of your personality that is the biggest cause of stress for you.
Feel free to add ideas of your own.

I. Not accepting myself as I am

- When you feel worthless or unimportant, think about two things you have done that you're proud of.
- When you feel timid about saying what you think or feel, try it out on someone close to you. Then say it again next time you're with a small group of people.
- Break down what you want to try into small steps. Try the first step and when you have succeeded at that, move on to the others.

II. Wanting to be perfect

- When you are tempted to blame yourself for something that goes wrong, think of every possible reason that has nothing to do with you.
- When you worry about making mistakes, ask several people you admire to describe terrible mistakes they have made.
- When you find yourself feeling bad about losing, try to think of a great athlete who has never lost. (Hint: There is no one.)

III. Hurry sickness

- When you have too much to do in one day list all your tasks from most important to least important. Then do them in order - the least important one can wait for tomorrow.
- When you realize you're putting off doing a hard job, do one small part of it, reward yourself with a break that is fun, then go back to it.
- When you find yourself being late a lot, think backwards; decide what time you have to get there, figure out how long it takes, and leave exactly ten minutes earlier than you have to.

Taken From:
SELF DISCOVERY SERIES, Developing Skills, by Gussin, Danforth, and Buxbaum, Management Sciences for Health, 1984, pp. 55-58.

POSITIVE GROUP ASSOCIATION

POSITIVE GROUP ASSOCIATION

"All human interactions have two major ingredients: content and process. Content deals with the subject matter with which the group is working. Process is concerned with what is happening between and to group members while they are working. The group process encompasses tone, atmosphere, influence, participation, styles of influence, leadership struggles, conflict, competition and cooperation."[1]

"Peer pressure is neither positive nor negative, it is simply the way groups influence individuals to behave in ways acceptable to the group."[2] Just as groups can cause individuals to modify their personal values and actions in a negative way (premarital sex, use of drugs, acts of vandalism), it can also be a positive factor (participation in social activities, school involvement-extracurricular activities). People like groups for their sense of security. Groups also act as a buffer from the outside world.

Many things in adolescence - our changing bodies, minds, relationships threaten our ability to feel okay. Being a part of a group helps adolescents deal with these changes. Teenagers are often talked into sex to "prove" their love or out of a fear of "losing" that special person. Many of them are not comfortable with the idea of sexual activity but they feel the pressure to experiment.

Having confidence in one's own feelings takes many years to develop. Individuals need to give themselves the opportunity to know what they want and live the life with which they are most comfortable.

Choosing friends and groups based upon shared values and like characteristics can result in a healthier, happier life.

[1]"What To Look For in Groups". Smokey Mtn. Mental Health. Waynesville, NC.

[2]"Handling Peer Pressure". LSE Life Skills Education, 1984.

CONCEPT Effective communication can be very important in the prevention of teenage pregnancy.

Lesson # 1

BEHAVIORAL OBJECTIVES The students will identify 5 positive and 5 negative communication skills.

Grade 7th

Competency Goal 7 MH1

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement. Pairs of students. Groups of 3-4.	I. Communication Skills A. Positive skills B. Negative skills	1. Inform students that they will learn about communication skills. See lecture notes. -2 min. 2. Place students in pairs. Have student "A" talk about anything for 2 minutes while student "B" listens. Then reverse roles. Ask what the listener did to make talking easier? Harder? -10 min. 3. Give students handout with role play situations. -15 min. 4. Pass out the "Communication Skills Worksheet" to each student for completion. -10 min. 5. Discuss the situations using the following questions. What are the positive and negative skills that were used? Does open discussion lead to better understanding or do you feel that it reinforces opposite points of view? -13 min. 6. From the discussion make a list on the board of the "Do's and Don'ts" of communication. Have students write these on paper for future reference. -10 min.	handouts chalkboard pencils/pens chalk paper lecture notes	List 5 positive and 5 negative communication skills.

LECTURE NOTES
COMMUNICATION SKILLS

It is very natural for humans to want to communicate with each other. By developing good communication skills, a person's interpersonal relationships and self-respect will be greatly enhanced. Being a good communicator will prevent one from being left in an uncomfortable puff of words and prevent one from having to work so hard at reading between the lines.Good communication skills will help a person to learn ways to "hear" or listen to what another is saying not just with their words, but with tone and body language. Good communication skills will help one learn the knack of being as clear and direct as he or she can, plus enhance his or her interpersonal relationships with adults and peers, as well as aid one in managing his or her behavior more successfully.

Positive	Negative
Be attentive	Interrupting
Encourage talk	Preaching
Try to empathize	Blaming
Listen with respect	Analyzing
Show respect	Not looking at the
Be aware of tone of voice	person who is
Maintain eye contact	talking
Express feelings	

HANDOUT

Role Play Skits

A. Diana, a 14 year old has found out that she is pregnant. She is at home with her mom and dad and she must tell them. They are sitting around the living room. - Proceed to role play.

B. Johnny, a 14 year old has just found out that his girlfriend, Vickie is pregnant. He is at home with his mom and dad and he must tell them the news. They are sitting around the living room. - Proceed to role play.

C. Sandy, a 7th grader got permission from her parents to go to the movies with 16 year old Mike. Sandy's parents told her to be home at 10:00 p.m. Sandy enters the house at 1:00 a.m. Her mom and dad are waiting for her in the living room. - Proceed to role play.

D. Jason a 7th grader got permission from his parents to go to the ballgame with 16 year old Maureen. Jason was to be home at 11:00. He returned at 1:30 a.m. His mom and dad are waiting for him in the living room. Proceed to role play.

COMMUNICATION
OBSERVATION
WORKSHEET

1. Did each person maintain eye contact? _____Yes _____No

2. Did each person encourage the other to talk about his or her feelings?

   _____Yes _____No

3. Did each person ask open-ended questions? _____Yes _____No

4. Did each person clearly restate the other person's statement?

   _____Yes _____No

5. Did each person appear to acknowledge the other person's feelings?

   _____Yes _____No

6. Did each person reveal their feelings about the situation?

   _____Yes _____No

7. Did each person express their feelings or did they blame the other person?

   _____Yes _____No

CONCEPT Being able to initiate communication is important in becoming part of a positive group. Lesson # 2

BEHAVIORAL OBJECTIVES The students will be able to initiate two conversations with 2 individuals to whom they've never spoken. Grade 7th

Competency Goal 7 MH1

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement.	I. Communication skills	This lesson is based upon a homework assignment using the following instructions. 1. Give handout on initiating conversations. Read and discuss the handout. Tell students to initiate a conversation with two different people with whom they have never spoken, using ideas from the handout. This should be done before the next class meeting. Tell students that they will be expected to report on their communication efforts. -15 min. 2. During the next class period ask students to report on the conversation they initiated. -10 min. 3. Ask and discuss the following questions. Once the conversation was initiated did the person allow the conversation to continue or end abruptly? How was this done? Did you use information from the handout? Which information was used? What would you do differently the next time you initiate a conversation with someone you don't know? How did the conversation make you feel? Uncomfortable? reluctant? pleasant?	handout	Initiate two conversations with someone to whom you've never spoken.

100

CONCEPT (CONTINUED) Lesson #_____

BEHAVIORAL OBJECTIVES Grade_____

Competency Goal_____

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
		4. Tell students that it doesn't matter how the conversation ended, good or bad. It is important that they tried and the more they practice the easier it will be to initiate conversations. -3 min.		

101

Ways of Initiating Conversations:

- Ask a question or make a comment on the situation or mutual activity that you are both involved in.
- Compliment the other person on some aspect of his or her behavior, appearance or some other attribute.
- Make an observation or ask a casual question about what the other person is doing.
- Ask if you may join another person or ask him to join you.
- Ask another person for help, advice, an opinion, information.
- Offer something to someone.
- Share your personal opinion or experience.
- Greet the person and introduce yourself.

When initiating conversations, it is important to remember several points:

1. Be positive rather than negative. When initiating a conversation, it is better to express you comment in a cheerful way than to sound depressed or bored...
2. Be sure your comment is in context. Make sure your comment relates to a situation or that you share enough of your thoughts so that s(he) knows what you are referring to.
3. Be as direct as possible. Look directly at the person and voice you intentions...
4. Try to be helpful. Attempt to ease the other person's discomfort...
5. Take advantage of your sense of humor. People enjoy laughing and it will be a point in your favor if you can make them laugh...
6. Don't make your opening remarks too long. Allow others to respond to your first comments before making others...
7. Ask yourself how you would respond to a remark...
8. Ask open-ended questions. Open-ended questions require more than a yes or no reply. They encourage others to offer more information...
9. Note free information that is offered and react to this...
10. Don't try to initiate conversations with people who are deeply engrossed with some other person or activity. A high level of engrossment may mean that the person will not be open to engaging in conversation... However, one never knows for sure if a person is open to conversation until you try to start one with him or her...
11. Don't give up easily. You may have misinterpreted the reserved or cautious response of someone as rejection of your initiating attempts. Often people are cautious about starting conversations with strangers...
12. Getting rebuffed is not the end of the world...

Reproduced from
Assertion Training: A Facilitator's Guide
Colleen Kelley
La Jolla, California: University Associates, 1979

CONCEPT Knowing the qualities one values in a relationship is an important component in the prevention of teenage pregnancy.

Lesson # 3

BEHAVIORAL OBJECTIVES The students will be able to list 5 qualities they value in relationships.

Grade 7th

Competency Goal 7 MH2, 7 FL2, 8 FL2

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement.	I. Valuable qualities in relationships	1. Inform students that relationships can make them feel worthwhile and important. Relationships include family members, friends, boyfriends, girlfriends, school groups, church and community groups. Ask students why any of these relationships make them feel worthwhile and important. -5 min. 2. Display transparency "Qualities Valuable in a Friend" See handouts. Ask students to copy the transparency and add qualities they feel are valuable. Write these qualities on transparency. Tell students that it is important to know whether the qualities they value in a relationship are present or missing. -10 min. 3. Ask students to star five of the most important qualities. -5 min. 4. Display transparency "Circle of Relationships." Ask students to draw their circles with names of valued relationships. 5. Ask students which relationships have the five qualities they value most. -10 min.	pencils/pens transparencies overhead - projector paper handouts	List 5 qualities you value in relationships.

103

153

154

CONCEPT (CONTINUED) Lesson #_____

BEHAVIORAL OBJECTIVES Grade_____

Competency Goal_____

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
		6. Ask and discuss the following questions. Are there any important qualities missing in your relationships? Are there any stared qualities missing? Are there any relationships that seem to have many qualities you value? Are these relationships meaningful? Why? Which relationships are the most meaningful? Why? -15 min.		
		7. Have the students share an I learned statement. I learned.... -5 min.		

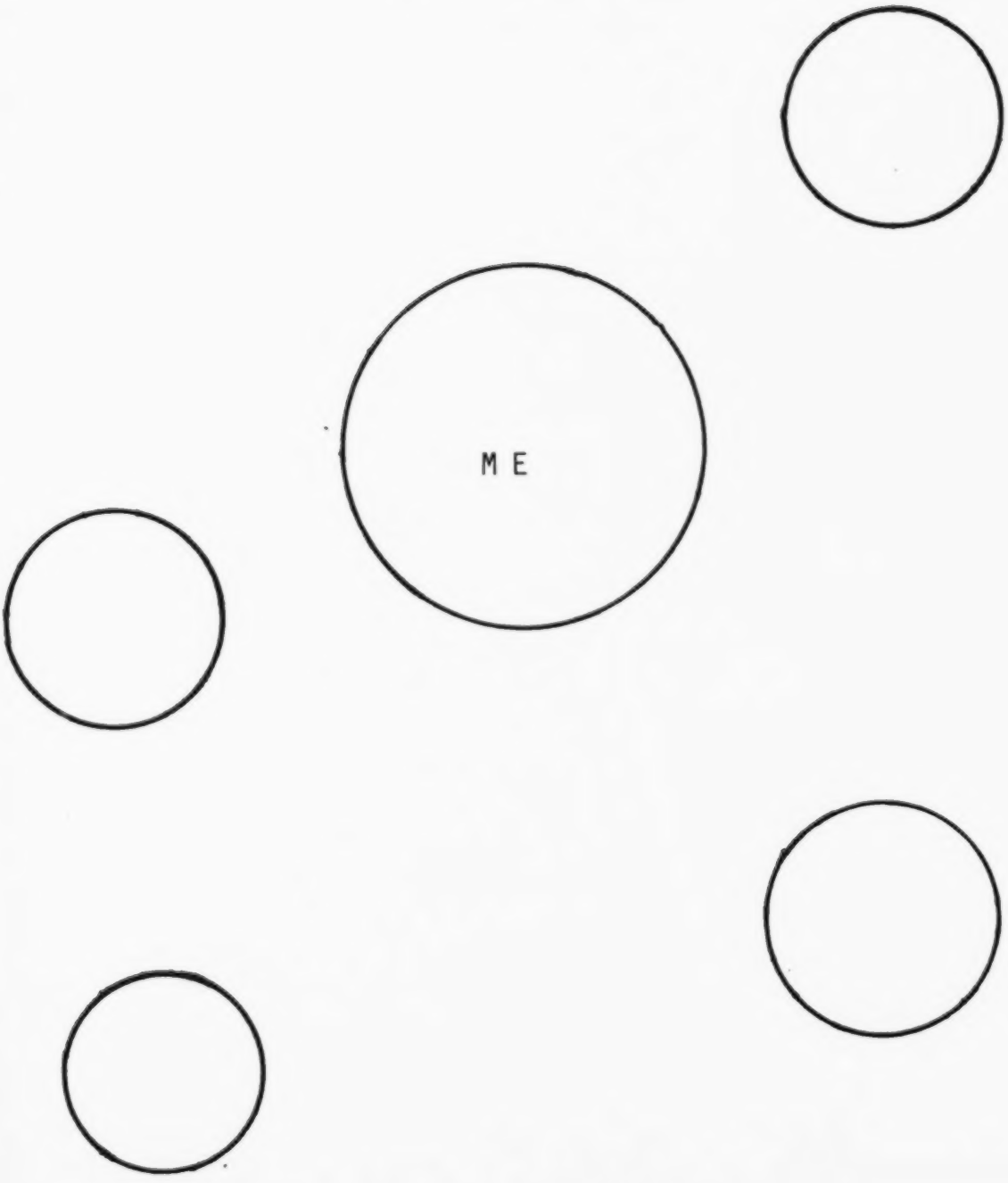
104

VALUABLE QUALITIES IN A FRIEND

Different qualities are valuable to different people. Do you like someone who:

- is nice?
- is fun?
- has the same interests?
- listens?
- is good looking?
- gets along with the family?
- expresses opinions?
- shares feelings?
- likes you for yourself?
- is smart?
- tells you what to do?
- you can respect?
- is active?
- likes to sit around and just talk?
- is sure of themselves?
- is a little bit shy and quiet?
- has lots of money?
- shares your religious beliefs?
- cares about the world?
- spends a lot of time with you?
- does what you tell them?
- respects you?
- is tough?
- has a sense of humor?
- needs your help?
- is popular?
- tells you if you're hurting yourself?
- keeps confidence?
- is loyal?
- is about my age?

CIRCLE OF RELATIONSHIPS



158

CONCEPT Being involved in positive groups enables individuals to avoid situations which lead to teenage pregnancy.

Lesson # 4

BEHAVIORAL OBJECTIVES The students will be able to list 2 positive groups and 3 advantages of being a part of those groups.

Grade 7th

Competency Goal 7 MH1, 7 FL2, 8 MH1

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement. Group of 5-7.	I. Positive groups II. Group qualifications III. Positive group attitudes	1. Discuss the importance of being part of a positive group. See lecture notes. -5 min. 2. Ask students for a list of groups in which they are members. Write these on the board. (FHA, Softball, SADD, 4-H, etc.) -5 min. 3. Select 4-6 of the most common positive groups. Place the students in each group. Give each group chart paper. Ask each group to: (1) List qualities one needs to possess in order to be a member of that particular group. (2) List all positive aspects of being involved in that particular group. -25 min. 4. Discuss what each group talked about. Tell them to share their ideas. -15 min. 5. Discuss the benefits that positive friendships and groups add to a person's life. -10 min.	chalkboard paper pencils/pens chalk lecture notes	List 2 positive groups and 3 advantages of being part of those groups.

107

LECTURE NOTES

We like groups for their sense of security. Groups can act as a buffer from the outside world. Our friendships give us the feeling of being liked and supported by other people. Being a part of a group can help to relieve some of the stress caused by adolescent problems. Feeling like you're part of a group can increase one's self-esteem.

Today we're going to take a look at some reasons why we become involved in certain friendships and groups.

CONCEPT Communication skills are essential in establishing and developing relationships Lesson # 1

BEHAVIORAL OBJECTIVES The students will be able to list 5 aids and 5 barriers to effective communication. Grade 8th

Competency Goal 7 MH1

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement.	I. Communication A. Aids B. Barriers	1. Introduce lesson with lecture notes. -5 min. 2. Ask students to list on paper 1 person they can easily talk to and 1 person they can't talk to and explain why in each case. -10 min. 3. Ask students to share with the class their reasons for effective and ineffective communication. Write these on the board under the headings AIDS & BARRIERS. Also list others (see lecture notes). -15 min. 4. Have students discuss using the following Why is it so important for teens to be able to communicate effectively? In what ways could you be a more effective communicator? How do you feel when you have clearly and effectively communicated with someone? Conclude by asking students to copy from the chalkboard, their own list of the AIDS & BARRIERS to communication. Ask them to keep for future reference.	pencils/pens paper chalk chalkboard	List 5 aids and 5 barriers to effective communication.

LECTURE NOTES

Maintaining a strong effective network of communication among family members and individuals outside the family who influence our lives is very desirable as well as important. The ability to clearly convey our feelings, thoughts, opinions and decisions will bring greater understanding of self and help maintain and improve our relationships with others.

Communication skills are fundamental necessities in estabilishing and developing relationships. Through effective communication we come to a better understanding of ourselves and others. Sharing our feelings and opinions with others helps us to identify and understand those feelings and opinions. A caring, loving relationship depends upon communication.

Aids to Communication (to be used with activity #3)

1. Being sensitive toward others.
2. Clearly expressing ideas.
3. Maintaining eye contact.
4. Being honest and sincere.
5. Being clear and specific.
6. Recognizing in others one's own need to feel wanted, accepted, valued and respected.
7. Making oneself available to another.
8. Taking time to arrive at an understanding.
9. Defining what is important; stressing it.
10. Defining what is unimportant; ignoring it.

Barriers to Communication

1. "You" statements - being accusatory.
2. Poor eye contact.
3. Lack of clarity in verbal expression.
4. Uncontrolled emotion.
5. Dishonesty.
6. Insincerity.
7. An uncaring attitude.
8. Hurtful language.
9. Inappropriate facial expressions and body language.
10. Sarcasm, the "put down."

Conclusion

Efforts to strengthen communication should continue throughout life. This requires a commitment to the importance of effective communication. The skills discussed today can improve relationships with friends, parents and family members. In the future they can help make relationships strong and lasting.

CONCEPT Successful group association is an important factor in the prevention of teenage pregnancy. Lesson # 2

BEHAVIORAL OBJECTIVES The students will be able to list 3 positive group associations and 3 reasons why people are loyal members of the groups. Grade 8th

Competency Goal 8 MH1, 8 MH2

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement.	I. Groups A. positive B. negative II. Group loyalties	1. Give students examples of positive and negative groups. A. negative ex: gangs/drug users B. positive ex. church/beta club, etc. -5 min. 2. Ask student to add to the examples. -5 min. 3. Ask students to complete the handouts. -10 min. 4. Have students list the groups that they thought were most important. -5 min. 5. Ask and list reasons why they are important on the board. -10 min.	pencils/pens chalkboard chalk handout	1. List 3 positive groups. 2. List 3 reasons people are loyal members of the groups.

111

CHECK HOW LOYAL YOU ARE

Your Group	Strong	Medium	Slight
1. Family			
2. Church			
3. School			
4. Racial			
5. Friends			
6. Clubs			
7. U.S.			
8. Health Club			
9. P.E. Club			
10. Basketball team			
11. Softball team			
12. Science			
Add three groups that you feel are important			
1.			
2.			
3.			

CONCEPT Behavior is based on need satisfaction.

Lesson # 3

BEHAVIORAL OBJECTIVES The students will be able to identify 5 personal needs and 5 groups which can help meet those needs.

Grade 8th

Competency Goal 7 FL2, 8 MH2

ORGANIZATION:

Regular classroom seating arrangement.

Groups of 6-8.

Pairs of students.

CONTENT:

I. Needs
   A. Physical
   B. Mental
   C. Emotional
   D. Spiritual

II. Behaviors

ACTIVITY METHODS: TIME:

1. Tell students that they need to have clear ideas about values. See lecture notes. -5 min.

2. Give each student a copy of the "What I Really Need" worksheet. -2 min.

3. Have each student complete Sec. A. -10 min.

4. Ask students for patterns or similarities among the items in each column. -5 min.

5. Explain the 4 need areas. See lecture notes. -5 min.

6. Introduce Sec. B.
   A. As part of Sec. B. have students identify other people and groups that might help them meet their needs. Add those to the list.
   -10 min.

7. Ask and discuss the following questions. -13 min.
   Do you have a balance between the 4 "Need" areas we have identified?
   Which need areas do you need help in?
   Which needs are most important?
   Which are most urgent?

EQUIP./MAT. RESOURCE:

handout
pencils/pens
lecture notes

EVALUATION MEASURES:

Identify 5 personal needs and 5 groups which can help meet those needs.

CONCEPT (CONTINUED)

Lesson #_____

BEHAVIORAL OBJECTIVES

Grade_____

Competency Goal_____

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
		8. Have students keep worksheet and re-evaluate periodically. *Variations: 1. Students may ask a friend to fill out a duplicate worksheet for them and then compare the two. "Do others see you as you see yourself?" 2. Students may share their discoveries with a partner or small group.		

LECTURE NOTES

I. Unless students have clear ideas of what is important to themselves (values) their behavior will be based on what is pleasant or enjoyable right now. This type of lifestyle is not conducive to good health. This activity will help students identify personal needs and values and determine ways to meet their needs. There is a correlation between behavior and satisfaction.

4 "Need" Areas

1. Physical
2. Mental
3. Emotional
4. Spiritual

WHAT I REALLY NEED IN MY LIFE RIGHT NOW IS MORE....

A. Check the words below which fit into this sentence for you. Add any other words which are also important in your life.

vitality	self-esteem	tenderness	composure
security	recognition	generosity	centering
activity	confidence	caring	awareness
health	motivation	sharing	solitude
strength	knowledge/skill	music	devotion
energy	opportunities	laughter	contemplation
fitness	challenges	support	serenity
relaxation	variety	self-expression	trust
comfort	structure	companionship	insight
nutrition	accomplishments	harmony	joy
touching	control	romance	commitment
sleep	imagination	patience	communion
coordination	money	beauty	integration
flexibility	responsibility	sensitivity	forgiveness
exercise	education	receptivity	surrender
self-control	training	self-awareness	faith
	experience		purpose
	freedom		

B. Study the qualities which you have checked. Underline the ones which you can develop by yourself. Circle the ones with which you will need some outside help. Check where you can receive the help you need. Add others if you like.

family
friends
partner/mate
teacher/counselor
doctor/nurse
employer/employee/co-workers
community center/church
health facility/mental health center
support group/club
organization/institution
school/university

Adapted from:
Structured Exercises in Stress Management Vol III.
Nancy Loving Tunesing EdD. and Donald A. Tubesing PhD., Editors
Whole Person Press, Duluth, MN. 1983.

CONCEPT Knowing the purposes of dating helps one develop good social skills for positive group association.

Lesson # 4

BEHAVIORAL OBJECTIVES The students will be able to list 5 purposes of dating.

Grade 8th

Competency Goal 7 MH1, 7 MH2

ORGANIZATION:	CONTENT:	ACTIVITY METHODS: TIME:	EQUIP./MAT. RESOURCE:	EVALUATION MEASURES:
Regular classroom seating arrangement.	I. Purposes of dating	1. Ask students to make an individual list of at least five purposes of dating. -10 min. 2. Have students share their lists and write the purposes on the chalkboard. Have students copy the list from the board. -5 min. 3. Share "Purposes of Dating" handout. Ask students to add these purposes to their list. -5 min. 4. Tell students that their reasons are important but the ones on the handout are major factors of dating. 5. Have students fill out the "Perfect Date" handout. Ask students to pretend that they are actually filling out a computer dating information sheet for a perfect date. -15 min. 6. Discuss the handout with class and ask students to keep it for future reference. -10 min. *Handout may also be used as an attitude survey.	pencils/pens paper handouts chalkboard chalk	List 5 purposes of dating.

PURPOSES OF DATING

Important Purpose: To choose a marriage partner and prepare for a lasting relationship.

Other Reasons: Whether one intends to marry or not

1. To feel the acceptance from another person when he/she chooses to be with you.

2. Allows for discovery of characteristics of the opposite sex and for feeling at ease with a male/female relationship.

3. A sense of independence can be developed.

4. A valuable means of getting to know people, their likes and dislikes and eventually learning more about the person you are as well.

Perfect Date

Looks: _____1-10 _____Better than average _____Average_____Doesn't Matter

Religion: Denomination_____
Degree:_____Very religious and regular attendance
_____Somewhat religious and fairly regular
_____Somewhat religious and seldom attendance_____Somewhat religious and no attendance_____No religion and no attendance.

Sexual Experience: _____None_____Limited_____A lot_____Doesn't Matter

Drug Consumption: _____Abstains_____Special Occasions_____Social_____Heavy Social

Alcohol: _____Abstains_____Special Occasions_____Social_____Heavy Social

Tobacco: _____User _____Non-user

Money: _____Big Spender_____Moderate spender_____Economizer_____Mizer

Standard of Living: House(Apt., Condo, house small, medium, large)_____

Clothes: _____Primary importance_____Very important_____Somewhat important
_____Could care less (Bargain Basement)_____Punk_____Preppie
_____Fashionable_____Other

Leisure Time Activities: (List and rate, frequent, regular, occasional)

1._____ _____

2._____ _____

3._____ _____

Privacy Needs: _____Together all the time_____Occasional night out alone

_____Regular night out alone_____Frequent nights out alone

Work: Has a job_____Yes_____No

Education: _____Will graduate from high school_____Will go to tech. school
_____Will go to college

Distance from you: _____few miles_____same town_____same country_____doesn't matter

Communication: _____talks openly_____talk about important things_____does not express feelings

Attitudes: _____understanding_____caring_____considerate_____optimistic_____loyal
_____carefree_____sense of humor_____pessimistic_____honest_____trustworthy_____charismatic_____selfish_____non-supportive_____supportive

Behavior: _____Aggressive_____Assertive_____Passive

Groups your date is associated with: _____Church_____School groups_____School Athletics
_____Music and Art groups_____other

Adapted from "Perfect Mate," Linda Berne, University of North Carolina at Charlotte. HED 660, 1984.

SUGGESTED AUDIOVISUALS

1. "Dating: Coping with the Pressure."
   3 filmstrips, 3 cassettes.
   Sunburst Communications.

2. "Getting Through the Bad Times."
   Videotape or 3 filmstrips, 3 cassettes.
   Sunburst Communications.

3. "How He Feels/How She Feels."
   2 filmstrips, 2 cassettes.
   Sunburst Communications.

4. "If You Want To Dance."
   16mm film.
   New Dimension Films.

5. "Is It Really Love?"
   3 filmstips, 3 cassettes.
   Sunburst Communications.

6. "Learning To Say No."
   Videotape or 2 filmstrips, 2 cassettes.
   Sunburst Communications.

7. "Liking Me: Building Self-Confidence."
   Videotape or 2 filmstrips , 2 cassettes.
   Sunburst Communications.

8. "Love: The Human Essential."
   2 filmstrips, 2 cassettes.
   Sunburst Communications.

9. "Mainstreet: Sex and the American Teenager."
   Videotape.
   NBC Films, Inc.

10. "Me Power: Building Self Confidence."
    Videotape or 2 filmstrips, 2 cassettes.
    Sunburst Communications.

11. "OK to Say No."
    3 filmstrips, 3 cassettes.
    Sunburst Communications.

12. "Postponing Sexual Involvement"
    3 filmstrips, 3 cassettes.
    Emory/Grady Teen Services Program.

13. "Setting Your Own Limits: Decision Making and Sex."
    Videotape.
    Human Relations Media.

14. "Sexual Values: A Matter of Responsibility."
    2 filmstrips, 2 cassettes.
    Sunburst Communications.

15. "Stress: What It Is and How to Deal With It."
Videotape
Human Relations Media.

16. "Teenage Sex: How to Set Limits."
3 filmstrips, 3 cassettes.
Sunburst Communications.

17. "The Group and You: Handling the Pressures."
Videotape or 2 filmstrips, 2 cassettes.
Sunburst Communications.

18. "When Jenny, When?"
16mm film.
Southerby Productions.

19. "Who Am I? Looking at Self-Concept."
Videotape or 2 filmstrips, 2 cassettes.
Sunburst Communications.

20. "Young Fathers: Teenage Love."
Videotape.
New Dimension Films.

21. "Your Emotions: The Coping Process."
2 filmstrips, 2 cassettes.
Sunburst Communications.

AUDIOVISUAL ADDRESSES

Emory/Grady Teen Services Program
Grady Memorial Hospital
80 Butler St. S.E.
Atlanta, GA 30335

Human Relations Media
175 Tompkins Ave.
Pleasantville, NY 10570

NBC Films, Inc.
5547 Ravenswood Ave.
Chicago, IL 60640

New Dimension Films
85895 Lorane Highway
Eugene, OR 97405

Southerby Productions
5000 E. Anaheim St.
Long Beach, CA 90804

Sunburst Communications
39 Washington Ave.
Pleasantville, NY 10570-9971

BIBLIOGRAPHY

Baker, Bruce.
Decisions; Getting What You Want.
New York: Grossett and Dunlap Company, 1978.

Baldwin, Dr. Bruce A.
"Miseries of the Mild-Mannered Manager."
Pace, April, 1986, p.14

Berne, Linda. HED 620 and HED 660.
University of North Carolina at Charlotte, 1984.

Brady, Susan B.
Discovery - Teacher Guide.
Raleigh, NC: Wake County, N.C. Public School System, 1979.

Bridging the Gap.
Atlanta, GA,:
Printed Matter Inc. and Robert A. Hatcher, M.D. 1983.

Clemes, Harris and Bean, Reynold
Self-Esteem: The Key to Your Child's Well-Being.
New York: G P Putnam's Sons, 1981.

Frye, Robert and Rockness, Peggy.
Life Skills for Health - Focus on Mental Health.
Raleigh, N.C., Division of Health Safety and Physical Education
N.C. Department of Public Instruction, 1974.

Gentle Art of Saying No: Principles of Assertiveness.
New York, NY: Sunburst Communication Inc., 1984.

Gussin, Gilda and Buxbaum, Ann.
Self Discovery, Developing Skills.
Boston, MA: Management Sciences for Health, 1984.

Handling Peer Pressure.
LSE Life Skills Education, 1984.

Herbert, Otto and Mann, John.
Human Potentialities
St. Louis, MO: Warren H. Green, Inc., 1968.

Instructional Patterns for Maximizing Human Potential.
Sacramento, CA: California State Department of Education, 1978.

Kane, William, Blake, Peggy and Frye, Robert.
Understanding Health.
New York, NY: Random House, 1982.

Kelley, Colleen.
Assertion Training: A Facilitator's Guide.
Lajolla CA: University Associates, 1979.

Potter, Steve and Roach, Nancy.
Sexuality Commitment and Family.
Spokane, WA: Teen-Aid Inc., 1984.

"Paying for Pregnancy",
Haywood County, North Carolina Public Health Department, 1986.

Rafferty, Kate and Herde, Mary Jo.
Help Yourself.
Concord, NH: New Hampshire Department of Education, 1980.

Todd, Kay Rodenberg and Abbey-Harris, Nancy.
The Birds, The Bees, and... The Real Story.
Santa Cruz, CA: Network Publications, 1980.

Tubesing, Nancy Loving Ed.D., and Tubesing, Donald, A. Ph.D., Editors
Structured Exercises in Stress Management Vol. III.
Duluth, MN: Whole Person Press, 1983.

What to Look For in Groups.
Waynesville, NC: Smokey Mtn. Mental Health.